Idaho State Department of Education

Testing Coordinator's Guide 2012-2013

Federal and State Assessments

Assessment Division 9/2012

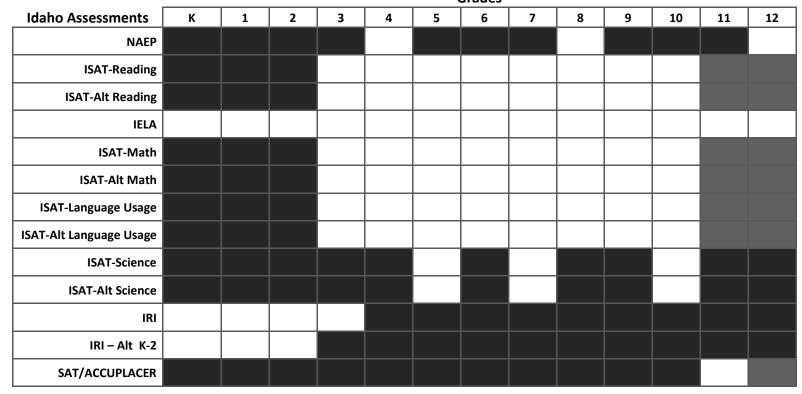## CONTACT INFORMATION

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OSBE	Webpage	www.boardofed.idaho.gov (208-334-2270)

NAEP	Webpage	http://www.sde.idaho.gov/site/naep/
ISAT	Webpage	http://www.sde.idaho.gov/site/assessment/ISAT/
ISAT Alternate Assessment	Webpage	http://www.sde.idaho.gov/site/assessment/ISATalt/ http://www.sde.idaho.gov/site/special_edu/
Assessment	Webpage	http://www.sde.idaho.gov/site/assessment/
Accountability	Webpage	http://www.boardofed.idaho.gov/k_12/accountability/accountability.asp
DRC	Support	ISAT@datarecognitioncorp.com (1-866-572-2050)
IRI	Webpage	http://www.sde.idaho.gov/site/reading_indicator/
IELA	Webpage	http://www.sde.idaho.gov/site/assessment/IELA/
College Entrance Exam - SAT/ACCUPLACER	Webpage	http://www.sde.idaho.gov/site/assessment/SAT.htm
Formative and Interim	Webpage	http://www.sde.idaho.gov/site/formativeInterim/

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Assessment	2012-2013 Testing Dates/Windows	Other Notes
NAEP	January – February - March, 2013	**Idaho's NAEP 2013 Sample Size:** NAEP 2013 again will be a State-NAEP year. The Idaho sample must be large enough to report out reliable state-level results. This means we can expect NAEP to assess grade 4 students in about 160 Idaho elementary schools, grade 8 students in about 115 Idaho mid-level schools, and grade 12 students in about 100 Idaho high schools.
IELA	Pre-ID Window Dec. 3, 2012 – Jan. 4, 2013 February 19 – April 1, 2013	For a complete list of dates and trainings please visit the IELA Webpage: http://www.sde.idaho.gov/site/assessment/IELA/admin.htm.
ISAT-Reading	April 08 – May 10, 2013	11th-12th grades only retesting in Fall Window: Nov. 12 – Dec. 14, 2012
ISAT - ALT Reading	October 15, 2012 – February 28, 2013	IPASS Closing February 28, 2013 at midnight (12:00 am MST.)
ISAT-Math	April 08 – May 10, 2013	11th-12th grades only retesting in Fall Window: Nov. 12 – Dec. 14, 2012
ISAT-ALT Math	October 15, 2012 – February 28, 2013	IPASS Closing February 28, 2013 at midnight (12:00 am MST.)
ISAT-Language Usage	April 08 – May 10, 2013	11th-12th grades only retesting in Fall Window: November 12 - December 14, 2012
ISAT-ALT Language Usage	October 15, 2012 – February 28, 2013	IPASS Closing February 28, 2013 at midnight (12:00 am MST.)
ISAT -Science	April 08 – May 10, 2013	Grades 5, 7, and 10 only
ISAT-ALT Science	October 15, 2012 – February 28, 2013	IPASS Closing February 28, 2013 at midnight (12:00 am MST.)
**IRI	Fall - August 20 – September 28, 2012 Spring - April 08 - May 10, 2013	Fall Reporting Window Closes October 12, 2012 Spring Reporting Window Closes May 24, 2013
IRI-AA	Spring - April 08 - May 10, 2013	K-2 Spring Administration Only – Postmarked by June 03, 2013 (Core Phonics or SAM)
SAT/ACCUPLACER	SAT – April 17, 2013 ACCUPLACER – March 25 to May 3, 2013	11th Grade SAT and ACCUPLACER Diagnostic. 12th grade ACCUPLACER Placement test if applicable.

NAEP	National Assessment of Educational Progress
ISAT	Idaho Standards Achievement Tests
ISAT-ALT	Idaho Standards Achievement Tests Alternate Assessment (ePortfolio version for students with significant cognitive disabilities)
IELA	Idaho English Language Assessment
IRI	Idaho Reading Indicator - **The Idaho SDE recommends the Winter Benchmark Assessment for those students considered "at risk" in the fall.*
IRI - Alt	Idaho Reading Indicator - Alternate Assessment (Core Phonics or SAM for students with significant cognitive disabilities)
SAT/ACCUPLACER	College Entrance Exam – 11th grade requirement (Juniors that took the ACCUPLACER Diagnostic have the option to take the ACCUPLACER Placement test in their senior year)

Grades

Idaho Assessments	K	1	2	3	4	5	6	7	8	9	10	11	12
NAEP	■	■	■	■		■	■	■		■	■	■	
ISAT-Reading	■	■	■									▓	▓
ISAT-Alt Reading	■	■	■									▓	▓
IELA													
ISAT-Math	■	■	■									▓	▓
ISAT-Alt Math	■	■	■									▓	▓
ISAT-Language Usage	■	■	■									▓	▓
ISAT-Alt Language Usage	■	■	■									▓	▓
ISAT-Science	■	■	■	■	■		■		■	■		■	■
ISAT-Alt Science	■	■	■	■	■		■		■	■		■	■
IRI					■	■	■	■	■	■	■	■	■
IRI – Alt K-2				■	■	■	■	■	■	■	■	■	■
SAT/ACCUPLACER	■	■	■	■	■	■	■	■	■	■	■		▓

■ **Not Tested**

▓ **Offered but not required**

IDAHO STATEWIDE TESTING PROGRAM
2012-2013

Federally Required Assessments: (AYP, Participation required for NCLB)

- ISAT: Reading, Math and Language Usage (3-8 & 10)
- ISAT-Alt: Reading, Math and Language Usage (3-8 & 10)
- IELA: K-12
- NAEP: 4, 8, & 12

State Required Assessments: (State Accountability)

- Idaho Reading Indicator: K-3
- Idaho Reading Indicator-Alternate: K-2
- College Entrance Exam – SAT/ACCUPLACER

INTRODUCTION

The Idaho State Department of Education's Assessment Program has made efforts to try and streamline assessment procedures, augment and refine current assessments, and look for outside grants and projects to help move Idaho's assessments forward. The Department of Education understands that it will be an ongoing process to refine our assessments and to make the administration of the assessments more user friendly for districts and schools.

The State Department of Education believes that statewide and standardized assessments not only play an important role in supporting classroom activities and assessments, but are an integral part of providing benchmarks for teachers, administrators, parents and students to gauge performance and ensure that state content standards are being taught and understood.

There is value in assessing student learning. Statewide assessment data are best used when combined with classroom activities, benchmark assessments and the observations of teachers. It is the goal of the Idaho Assessment program to help schools and districts engage and integrate all of these aspects to increase student achievement within the classrooms and on statewide assessments.

State Required Assessments

Idaho Reading Indicator (IRI) – The IRI is the result of Idaho House Bill No. 176, Idaho Code 33-1614 enacted in the spring, 1999. The IRI is intended to be used both to help establish local curricular standards and materials as well as to provide direction for further assessment of individual children. It is not intended to be a complete diagnostic reading test; rather, the IRI should be used to determine which children in a classroom might have additional needs in the area of reading. It is to be administered twice a year, winter optional, and take only ten minutes. The IRI assesses the skills that each child should have mastered at the time of testing and measures whether the child's skills are on grade level. The kindergarten assessment shall include reading readiness and phonological awareness. Grades one, two, and three shall test for fluency and accuracy of the student's reading. The administration of the IRI is to be done by individuals chosen by the district other than the regular classroom teacher.

College Entrance Exam (SAT/ACCUPLACER) - Effective for all public school students in their 11th grade year, beginning with the 2011-2012 school year. A student must take one (1) exam (COMPASS, ACCUPLACER, ACT or SAT) to meet the requirement. Students may elect an exemption from the college entrance exam requirement if they are enrolled in a special education program and have an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. *(Idaho Administrative Code 08.02.03.105.03.03. College Entrance Examination.)*

Federal and State Required Assessments

Idaho Standards Achievement Tests (ISAT) – The ISAT is an important component of the statewide student assessment system as stated in the board rule 08.02.03-Rules Governing Thoroughness. The ISAT is administered to students in grades 3-10 (the 9th grade test serves as a pre-test) to provide ongoing monitoring of individual, school, district, and state progress. One component of the ISAT is that proficiency on the 10th grade ISAT verifies that an Idaho student has met Idaho standards in reading, language usage, and mathematics.

Academic proficiency is more than test scores. Competency in reading, language usage, mathematics, and science is the goal for every child. In accordance with *No Child Left Behind*, the ISAT measures proficiency in four key areas—reading, language usage, mathematics, and science.

Components of the ISAT

The ISAT is composed of reading, language usage, and mathematics tests for grade 3- 10 *(the 9th grade test serves as a pre-test)* and science tests for grades 5, 7, and 10. Multiple-choice items are used to assess what a student knows and is expected to do on the Idaho content standards. These items are used to assess a variety of skill levels, from short-term recall of facts to problem solving.

▶ *Reading Assessment*
The reading assessment of the ISAT is composed of items that address standards, goals, and objectives for grade 3- 10 *(the 9th grade test serves as a pre-test)*. The reading goals and objectives for each grade are distributed among two reporting categories: Reading Process and Comprehension/Interpretation.

▶ *Language Usage Assessment*
The language usage assessment of the ISAT is composed of items that address standards, goals, and objectives for grade 3- 10 *(the 9th grade test serves as a pre-test)*. The language usage goals and objectives for each grade are distributed among two reporting categories: Writing Process and Writing Components.

▶ *Mathematics Assessment*
The mathematics assessment of the ISAT is composed of items that address standards, goals, and objectives for grades 3- 10 *(the 9th grade test serves as a pre-test)*. The goals and objectives for each grade are distributed among five reporting categories: Number and Operations; Concepts and Principles of Measurement; Concepts and Language of Algebra and Functions; Principles of Geometry; and Data Analysis, Probability, and Statistics.

▶ *Science Assessment*
The science assessment of the ISAT is composed of items that address standards, goals, and objectives for grades 5, 7, and 10. The goals and objectives for each grade are distributed among five reporting categories: Nature of Science, Physical Science, Biology, Earth and Space Systms, and Personal and Social Perspectives; Technology.

Idaho Standards Achievement Test (ISAT) - Four Types of Test

Winter (1 part)	Graduation Retest for 11th and 12th		Part 1 10th grade Core: Mathematics, Reading, Language
Spring (2 parts)	ISAT 3-8 and 10	Mathematics	Part 1 Core: Grade level only Part 2 Extender: Fully adaptive, entry level based on previous achievement
		Language	Part 1 Core: Grade level only Part 2 Extender: Fully adaptive, entry level based on previous achievement
		Reading	Part I Core: Grade level only Part 2: Modified adaptive (lengthy reading passages preclude fully adaptive format in a 55 item test)
	ISAT 5, 7, and 10	Science	Part I Core: Grade level only Part 2: Modified adaptive, based on grade level standards. (Grades 5, 7, and 10)
Spring (1 part)	* Graduation Retest for 11th and 12th as well as the 9th grade pre-test		Part 1 10th grade Core: Mathematics, Reading, Language

* First opportunity to take Exit Exam (Graduation Test): Spring Administration of the students' 10th grade year.

Idaho Standards Achievement Tests Alternate (ISAT-ALT)

To comply with NCLB regulations, the ISAT-Alt should be administered to those students with severe cognitive disabilities. It is essential that the district test coordinator works collaboratively with the district assigned special education administrator to ensure that the ISAT-Alt is administered and complete portfolios are submitted on all special education students who cannot participate in regular state or district-wide assessments even with accommodations.

The Eligibility Guidelines found on the Idaho Training Clearinghouse Alternate Assessment Learning Community (http://idahotc.com/alternate-assessment/Home.aspx) should be used by the IEP team to determine if students are eligible to participate in the ISAT-Alt in one or more of the four content areas and the IRI Alt (Core Phonics and SAM). Students may take one or more ISAT-Alt content areas in combination with one or more ISAT content areas either with or without accommodations. The IEP documents which of the four ISAT-Alt content areas as well as the form of the IRI the student is eligible to take.

The Idaho English Language Assessment (IELA) is an annual language proficiency test for all identified Limited English Proficient (LEP) Students in grades K-12. The skills of listening, speaking, reading, writing and comprehension are assessed annually to determine progress and proficiency in the English language. Students who qualify for the LEP program, but whose parents waive services are still required to test annually on the IELA, until they are deemed proficient.

National Assessment of Educational Progress (NAEP) conducts assessments every year in grades 4, 8 and 12, usually in late January through early March. NAEP reports state-level results only for "State NAEP," not for national assessments. State NAEP assessments of reading, mathematics, science and writing are scheduled for odd-numbered years, e.g., 2009, 2011, 2013, etc. In even-numbered years, NAEP periodically conducts national assessments in the arts, civics, economics, geography, and U.S. history. NAEP also conducts the "Long-Term Assessment," pilot's new assessment procedures, and field tests "State NAEP" items in the even-numbered years. In 2012, NAEP will be piloting a Technology and Engineering computer-based assessment for 8th grade. NAEP also conducts special studies from time to time such as the High School Transcript Study and the National Indian Education Study. In State NAEP years, typically more than 300 Idaho schools statewide take part in the assessment. In national assessment years, typically from 10 to 30 Idaho schools are involved.

Please read all instructions in this guide and in the Directions for Test Administration before proceeding with testing. If there are any questions, contact your district test coordinator or one of the State Department of Education employees listed on the contact information sheet.

DISTRICT TEST COORDINATOR

It is crucial to the statewide testing program that one district test coordinator be designated for each district. The district test coordinator is responsible for:

1. Ensuring that sufficient quantities of test materials are available.
2. Implementing the testing program in the district.
3. Verifying that prescribed administration procedures are followed.
4. Maintaining test security.
5. **Maintain security of all student assessment data.**
6. Coordinating testing activities with local counselors and administrators.
7. Attending testing workshops conducted by the Idaho State Department of Education and / or the State Board of Education, including procedures for maintaining confidentiality of student assessment information.

8. In-servicing teachers / proctors in proper testing procedures.
9. Informing students and parents about the statewide testing process.
10. Maintaining current contact information with the State Department of Education at http://www.sde.idaho.gov/idci/default.asp.
11. Assuring that the demographic data provided by the district to the SDE regarding students eligible to take any or all of the ISAT-Alt content areas is accurate and up to date.
12. Forward email information from the SDE to consulting teachers and teachers administering the ISAT-Alt.
13. Monitoring the upload of ISAT-Alt ePortfolio student evidence into I-PASS during the assessment window to assure submission by the deadline of March 1, 2012.
14. Mailing all ISAT results to student caregivers (as well as parent brochures) within 3 weeks of receiving finalized scores from the SDE.

STUDENTS TO BE TESTED

- All public school students enrolled in regular education programs in grades kindergarten through high school.
- In un-graded schools, students who are reported to the state on attendance forms as kindergarten through high school students, or who would be placed in those grades were they to transfer to a graded school.
- Special needs students in grades kindergarten through ten should be evaluated by their IEP team using the Alternate Assessment Eligibility Guidelines to determine which of the three assessments best meets their needs; ISAT, ISAT with Accommodations or the ISAT-Alt. All students must take one of these three forms unless a medical excuse is submitted documenting that the child could not participate in any academics during the assessment window. This must be in the form of a signed doctor's excuse which is saved in the student IEP files at the school site level and provided to the SDE upon request. Short term illnesses do not suffice as a medical exclusion. Behavior issues or severe cognitive and physical disabilities do not suffice as a medical exclusion.
- Limited English Proficient (LEP) and Migrant education students.

IDAHO READING INDICATOR
State Student ID (EDUID) is REQUIRED!

MATERIALS

Each grade level of the Idaho Reading Indicator (IRI) (K-3) will consist of a Proctor Manual (1 per proctor which is reusable for each benchmark testing) and a Student Test Booklet (1 per student). All materials will be color coded for each grade level and contain either fall or spring materials. Each District will receive materials for each of their elementary schools before each testing period. The Testing Coordinator will be responsible to distribute the materials to each elementary building and ensure they are secure. District IRI Coordinator or Testing Coordinator will order materials through the SDE prior to each testing period. Assessment specialist will send out order forms at least two (2) months prior to testing.

All public education students K-3 will participate in the IRI during the first (*August*) month of the school year and the ninth (mid-April – mid-May) month administration. Results will be released, by school name and district number, to the State Board of Education, Legislature, and Governor's office at the end of each test administration.

ENVIRONMENT

It is important to arrange a testing environment that is non-threatening to young students. Avoid administering the IRI in a hallway or location that may be noisy or have distractions. Furniture similar to the table and chairs in the classroom would be advisable (Proctors should be seated across from student during testing not beside the student). Adequate lighting is yet another important consideration. Maintain as normal a classroom situation as possible. Arrange with the office staff not to page students during the assessment time and ask the school administration to not schedule fire drills during that time. Provide "TESTING – DO NOT DISTURB" signs to post on doors near the assessment locations. Also, it is best if timers are not visible and focused on during the assessment. If testers can keep them under the table or remove sound without causing issues when ending the test, it will help alleviate some of the stress for the students.

EXAMINERS

The IRI is to be administered individually to students by adults that have been trained by the district test coordinator in the details of the assessment and the associated paperwork. Only individuals chosen by the district other than the regular classroom teacher in grades k-3 can administer the IRI to students. It is important to select test administrators that relate well to students in grades K-3. IRI District users that are responsible for inputting student scores into the IRI web application through the ISEE portal must be sure to have the **students state EDUID**. Data cannot be entered without the student's state EDUID. Remember, one subtest score is used to determine "Benchmark" and one subtest is collected as a "Baseline", because it will be the subtest used on the Spring IRI to determine Grade Level. A graph or report from should be signed and dated by the building administrator and placed in student CUM file. The report or graph must show the IRI Benchmark score of 3, 2, or 1 and should indicate if intervention is required or not. The district test coordinator, building test coordinator, building principal, and others assisting in the assessment should visit the various testing locations to ensure that administration procedures are being observed and carried out systematically. A positive attitude on the part of the test administrator will help the student feel confident about the IRI. In order to be given permission to enter IRI data or view reports you will need to contact your District Administrator Tool User. For complete instructions on how to be

assigned the IRI District User Role for your school or district please refer to the power point provided on the IRI Training website: http://www.sde.idaho.gov/site/reading_indicator/docs/training/How%20to%20Assign%20IRI%20Admin%20Rol%20w%20Admin%20Tool.pdf.

SECURITY

Security is high on the list of priorities to ensure the validity and reliability of the IRI. All materials are to be kept in a secure area at all times. It is not ethical to use any probes (provided by the SDE) or test booklets for practice before the assessment. Making copies of IRI materials is also unethical; these are copyrighted materials and are secured for the purpose of testing. All IRI materials are to be returned to the district test coordinator or building principal to be stored properly. Any unused materials should be shredded as soon as testing is completed. There is a security statement in the front of each Proctor Manual for **_all Proctors_** to sign and date. This helps to remind all proctors the assessment is secure and confidential. Once the proctor has signed the security statement you will place agreement in the proctors employee file.

STUDENT Test Booklet

The top of the student test booklet indicates the year, grade level, student name (if the student has a common name, it is advisable to include his/her middle name), **state EDUID**, teacher name, school and district name. Next it indicates gender, race, and program (GAT, TIA, etc.). Next you will have the subtests and a column to put the scores and total skill points and total skill level. At the end there is a place to put the proctor's name.

The state requires that students be identified by sex/gender and race/ethnicity. Mark M for Male and F for Female to identify sex/gender. To identify students by race/ethnicity please refer to the race/ethnicity codes on page 25.

SPECIAL CODING

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please mark all areas that apply for each student for the following:

TIA	Title I A (Targeted Assisted and School Wide Title I programs)
SpeEd	Special Education
MIG	Migrant
LEP	Limited English Proficient
NOD	Neglected or Delinquent
HML	Homeless
IRI Alt.	IRI Alternative Assessment

The Spanish ISRI, for select Spanish-speaking limited English proficient students is available. It may be given in addition to the regular IRI. To qualify for the ISRI the student must have less than one year in an English-speaking school in the United States and score at the beginning or intermediate level on the Idaho ELL placement test or below the intermediate level on the Idaho English Language Assessment (IELA). However, students taking the ISRI will still be required to take the English IRI. The ISRI does not replace the IRI and the scores for the ISRI will not be uploaded in the IRI web application. LEP students that are new to the country are not exempt from taking the English IRI.

AFTER TESTING

At the conclusion of the fall and spring IRI, student booklets and test administrators' packets should be counted and securely stored in the school building or at the district office. Any unused tests should be shredded immediately after testing. If the student cover sheet is being placed into the students CUM file, you will remove the cover sheet from the test and place ONLY the coversheet in the student CUM file. You will shred any remaining testing material. All proctor booklets will be re-used and stored securely as directed above. It is recommended to print off any of the reports or graphs from the IRI web application and place in the students CUM file. The SDE suggests you wait to print reports/graphs until the spring testing is completed, this way you are only printing the report once. At least one of the reports/graphs within the IRI web application will show all benchmark periods (fall and spring along with winter if winter was tested) on one document.

As soon as all student scores are entered and verified within the IRI Web Application the IRI District User at the district level can review **all** building reports and access all student scores. The IRI District User at the school level will only have access to reports/graphs/data for the school or schools they have been provisioned. These reports/graphs may be shared with staff members to assist with instructional decisions. The SDE requires all scores to be entered by the perspective reporting dates, which are available on the IRI webpage: http://www.sde.idaho.gov/site/reading_indicator/. Any data that is entered prior to the deadline will not be included for that testing period. *There will be no exceptions.* There are several reports within the IRI Web Application which will have specific information like the number of students in each level, comparison data from year to year, district level, school level, state level, as well as disaggregated data by gender, race, and special populations.

The IRI–Alt administration is either the Core Phonics or the SAM (Student-based Assessment Measure). The IEP team determines which of these IRI alternates the student is eligible to take by utilizing the Alternate Assessment Eligibility/Participation Guidelines: http://idahotc.com/alternate-assessment/Home.aspx. **The ISAT-Alt functions as the IRI Alt for third grade students**. The Core Phonics or the SAM is administered only to those students who are eligible in grades K–2. The IRI–Alt is administered during the spring administration window. Please contact Toni Wheeler, Alternate Assessment Coordinator at tcwheeler@sde.idaho.gov for further information or questions regarding the IRI–Alt.

The State Department of Education Idaho Reading Indicator website: http://www.sde.idaho.gov/site/reading_indicator/ will have more information available about the IRI including teacher resource materials, teacher brochure, and a brochure for parents in English and Spanish. Contact Stephanie Lee, Assessment Specialist, slee@sde.idaho.gov.

SAMPLE LETTER TO PARENTS-RESULTS

Date

Idaho Reading Indicator - Parent Letter

Dear Parent or Guardian,

I'm writing to share with you your child's *(student's name)* score on the state K-3 Idaho Reading Indicator. As required by Idaho law (*Code 33-1614*), schools must assess the reading ability of all students in kindergarten through third grade, at least, two times per year. The IRI is a tool used to identify student's proficiency levels by assessing a student's basic reading skills. It provides an early warning identifying students who might be "at risk" for developing reading difficulties.

On **(Date),** your child took the Idaho Reading Indicator for the fall benchmark period, and received a score of _____ .

The scores are based on the following proficiency levels:

• 3 (Benchmark) Indicates the student's skills matched those expected of successful learners.

• 2 (Strategic) Indicates the student may need to further develop their skills or could be lacking certain skills needed to be a successful learner.

• 1 (Intensive) Indicates the student lacks some key reading skills, and could benefit from additional learning opportunities.

Your child may be tested again in January. (The winter benchmark is optional for districts. It is not required by the Idaho State Department of Education. You will be notified if our district decides to test in the winter.) Your child will be tested again for a final time in April or May to further monitor their skill development. It is important to remember that the Idaho Reading Indicator is not a complete diagnostic reading test; therefore, with teacher recommendation and your permission, the school will do additional testing of students who score a "1" or "2" in order to determine the specific areas where each student may be struggling.

Enclosed is a copy of the IRI Parent Information Brochure which outlines the specific reading skills, measured.

If you have any questions, please contact me, or our school principal at _____ .

Sincerely,

IDAHO ALTERNATE ASSESSMENTS

District Test Coordinator and Special Education Administrator

It is crucial that the district test coordinator works collaboratively with the district special education administrator to ensure that the ISAT-Alt (Idaho Standards Achievement Tests Alternate) are administered and reported on all special education students who cannot participate in regular state or district-wide assessments even with accommodations.

Working together, these two administrators are responsible for:
- Using the Eligibility Participation Guidelines to accurately identify students eligible to take the ISAT-Alt in any or all content areas.
- Ensuring that state or district wide assessments are administered according to each student's IEP.
- Informing students and parents about the totally inclusive statewide testing system by downloading and printing the ISAT–Alt Individual student reports in each applicable content area during the parent teacher conference, IEP annual meeting or by sending the report/s home to families along with the ISAT-Alt Parent Letter which is available on the ITC website in both English and Spanish.
- Coordinating testing activities with the local special education personnel and school administrators.
- Making sure that special education students are included in student enrollment files (SEF) and coded in the special populations file (SPF) for the ISAT-Alt as requested by the SDE.
- Ensuring that special education students in grades K-2 (3rd grade students ISAT-Alt Reading assessment is the corresponding assessment for the third grade IRI) who are eligible for the IRI-Alt are accounted for during the IRI Spring assessment window and participate by taking either the Core Phonics or SAM Nonverbal IRI.
- Ensuring distribution of all email announcements, materials and information from the SDE to consulting teachers and teachers administering the ISAT-Alt and IRI–Alt as the district testing coordinator is the SDE point of contact for communicating with district teachers.
- Uploading the ISAT-Alt students to the ISAT vendor prior to the ISAT test administration window. ISAT-Alt students must be included in the SEF that is uploaded to the ISAT test vendor.

TESTING DATES

Students Participating in the IRI Alternate

There are two IRI alternate options for students designated by the IEP team as eligible for the IRI alternate assessment on their IEP. The team may choose either the Core Phonics or the SAM Nonverbal IRI. Both of these alternates can be found on the Idaho Training Clearinghouse Alternate Assessment Learning Community website at; http://idahotc.com/alternate-assessment/Home.aspx.

REPORTING RESULTS

As required by IDEA 1997, the SDE will make available to the public, in the same detail and with the same frequency as it reports assessments of non-disabled students, the following:

1. The number of children with disabilities participating in the ISAT-Alt and the percentage of students at the pre-requisite proficiency level by state, district, and school if doing so would not result in the disclosure of identifiable information of an individual student.

2. The number of students with disabilities participating in the regular assessments and the performance results if doing so would not result in the disclosure of identifiable information of an individual student.

3. Aggregated and disaggregated data on the performance of students with disabilities in the regular assessment.

The ISAT-Alt scores result in determining a student's proficiency level in each applicable content area. The proficiency levels of the ISAT-Alt are aggregated together with the proficiency levels of the students taking the ISAT or the ISAT with Accommodations and the proficiency level of an individual student is reported to parents just as parents of students without disabilities receive a parent report. Special education teachers or assigned personnel are instructed to print the ISAT-Alt individual student reports after they become available. These reports must be sent to parents along with a letter which is available in both English and Spanish providing families with guidance on how to read the Individual student level ISAT-Alt report. The individual, school, district, and state ISAT-Alt reports can be accessed at the secured Alternate Assessment I-PASS website at;
https://apps.sde.idaho.gov/IPassReporting/Home/Home.

ISAT-Alt ASSESSMENT ADMINISTRATION

In early September, the updated ISAT-Alt Manual will be available to all testing coordinators and teachers will via the Idaho Training Clearinghouse Alternate Assessment Learning Community website at: http://idahotc.com/alternate-assessment/Home.aspx.

IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
State Student ID (EDUID) is REQUIRED!

Starting with the spring 2010 ISAT assessment and continuing for all subsequent administrations, all students testing must have a State Student ID uploaded in the Student Enrollment File (SEF) in order to test. Please follow the procedures outlined in the manual at the link below to secure IDs for all students well before the test window begins:

http://www.sde.idaho.gov/site/usid/docs/Unique%20Student%20ID%20User%20Manual%20041009.pdf

WEB-BASED ASSESSMENT

The State Board of Education and the State Department of Education has contracted with the test vendor to provide a web-based assessment. The Standards Achievement Tests (ISAT) is a student testing program that measures the achievement of Idaho students based on Content Standards adopted by the Idaho State Board of Education. All students in grades 3- 10 will be tested in the three content areas of Reading, Language Usage, and Mathematics. All students in grades 5, 7, and 10 will also be administered the Science ISAT.

The ISAT program is delivered through a contract with Data Recognition Corporation (DRC). As part of this contract, the ISAT is administered online via the computer using software developed by Computerized Assessments and Learning (CAL). This software provides not only the interface with students that presents test items and captures responses but includes the necessary training tools, tutorials and practice experiences to support the successful implementation of the ISAT program. The technology assists in all aspects of managing student achievement data and allows for preliminary scores to be reported immediately as students complete the assessment.

The ISAT provides teachers, students, and parents with an assessment of student progress in mastering basic skills. When administered at regular intervals over time, it is possible to determine whether an individual student, or an entire grade level, is making satisfactory progress in the basic skills areas assessed. School districts and teachers can use the assessment data to inform instructional planning for individual students, classes, grade levels, and intervention programs.

Download the ISAT Test Administration Manual at: http://isat.caltesting.org/index.html.

SCALE SCORES (Rasch Vertical Scale)

Scale scores are equal interval scores that are used to denote student achievement and student growth, similar to the way feet and inches are used to describe distance. Scale scores range from 150 to 300 and are divided into four proficiency levels by grade and content area. Achievement Standards, often referred to as cut scores, are set using a Bookmark Method by groups professional Idaho educators during the test development process. Achievement Standards will be reset every few years as required when significant changes are made to the ISAT.

PLANNING FOR TEST ADMINISTRATION

SCHEDULING THE ACHIEVEMENT TESTING

Be proactive. **Review the District Test Coordinator's Checklist on page 28.**

In developing a plan for test administration it will be necessary to consider that each of the content assessments (mathematics, reading, and language usage) given to each student will require approximately 90 minutes to complete. It is recommended that students take only one content area per day. Grades 5, 7, and 10 will also take the science test which will require budgeting at least another 90 minutes of testing time.

TESTING ENVIRONMENT

For a web-based assessment it is especially important to provide a positive testing environment. The tutorials and practice tests will be useful in preparing students for the on-line testing experience. Scheduling for rooms and seating should be announced well in advance so that staff and students are relaxed and prepared. Regular computer labs or classrooms with laptops are recommended. Here are some ideas to keep in mind when preparing for testing:

- Work with staff to ensure that student have a positive introduction to the ISAT.
- Maintain as normal a classroom situation as possible.
- Make special provisions to ensure quiet with no interruptions.
- Post "TESTING – DO NOT DISTURB" signs on doors.
- Ask that students not be called to the office during the testing session.
- Ask the school administration not to schedule a fire drill during the testing time.
- Chalkboards or whiteboards should be clean and free of distractions.
- Wall charts and bulletin boards that may offer help with the assessment should be removed or covered during the test administration.
- The computer screens should be easy to see and free from glare.
- The computers used for testing must be kept secure at all times.
- **All students must enter and leave the testing area with nothing.**

EXAMINERS AND PROCTORS

Assessments are to be administered by professional staff members who have been oriented in the proper test administration procedures for the ISAT used in the school. The assistance of a proctor is essential. **It is the responsibility of the district test coordinator to properly train all proctors, teachers, and building test coordinators.** A ratio of one adult for each 12-15 students is recommended in the computer setting. Teachers' aides may be used as proctors and will be trained by the district or building test coordinator. Examiners and proctors must be acquainted with procedures before the assessment window opens. It is recommended that all examiners and proctors review the Coordinator/Administrator Tutorial, Student Tutorial, and at least one Student Practice Test prior to administering the ISAT.

Test Session Tickets will assist in maintaining test security.
Before the testing session begins,

- The examiner/proctor must verify that each student has received a Test Session Ticket for that day's session and that the information on that ticket is accurate for the student.
- The proctor must verify students with audio accommodations have an audio ticket prior to activating the test ticket.

- The proctor must verify that the computer has been prepared to deliver audio for all audio tickets.
- The examiner/proctor must verify that students are actually sitting at the computer where they will be taking the test before activating the test ticket.
- It is the duty of the Test Coordinator to insure that all training for test proctors are informed of FERPA and the strict rules governing the confidentiality of student data.

Proctors are not allowed to reactivate student testing without the consent of the building administration. Please see guidelines for overnight reactivations.

CHOOSING THE APPROPRIATE TEST

The student Test Session Ticket will indicate the content, part(s), and grade level of assessment(s) the student will be taking. Each content and part will require a new testing ticket for the student. It is possible and acceptable for students to be working on different content tests (mathematics, reading, language usage, or science) at the same time in the same testing room. At the end of each testing session all student tickets must be collected and destroyed. For test security students may not leave the testing area with their testing ticket(s).

For students who have accommodated versions (audio, braille, large print, pencil/paper), the test coordinator must verify accommodation with their Special Education Director/Teacher. **Administering the incorrect accommodated version will result in an invalid test. No student scores will be reported on invalid tests and the student will not count as having participated in that particular assessment.**

PAUSING A TEST

The pause function is for short breaks in case of emergency (bathroom breaks, fire drill, etc.).The system will pause for 15 minutes. After 15 minutes the student will be logged off and will need to log back in to complete the session. (A student can use the original ticket to log back in within the 90-minute window activated with the initial log in. If the break lasts beyond that 90-minute window, the test must be reactivated by the examiner with approval from the building administrator.) **The 90-minute window is not a time limit.** For a student that works through the 90-minute window, the software will allow the student to keep working as long as necessary to complete the assessment.

REACTIVATING A TEST

Test schedules must allow at least 90 minutes for each content area. Students who are known to need additional time should be scheduled appropriately. If a student needs to stop testing for more than the 15 minutes allowed by the pause function the test examiner has the ability to reactivate the test within the school day. All reactivations during the same day as the initial login do NOT need prior approval, but the students must be monitored between sessions.

GUIDELINES FOR OVERNIGHT REACTIVATIONS

All overnight reactivations must be approved by the district's test coordinator prior to submitting to the SDE Assessment Team for review. For test security purposes all over night reactivation requests must be reviewed and approved by the SDE Assessment Team prior to reactivation. Reactivations will be evaluated on a case by case basis.

If for any reason a test should be reactivated the next day, the DTC must obtain SDE approval. The School or District Test Coordinator must contact the Assessment Office of SDE prior to the reactivation. Approval may be obtained ahead of time for students whose IEP, 504 or ELP plan allow for multiple day test sessions. **SDE Email: [assessment@sde.idaho.gov.](mailto:assessment@sde.idaho.gov)**

Please note that an ISAT District Reactivation Form must be filled out and attached to the email requesting and documenting the rationale for the next day test reactivation. Also, a new field has been created on the form to allow users to provide the required explanation for the reactivation.

ISAT District Reactivation Form (located at the bottom of the ISAT Test Administration Page: http://www.sde.idaho.gov/site/assessment/ISAT/testAdmin.htm

Here are some examples for reactivation approvals and denials.

Approvals

1) Computer Malfunction/Lost Internet Connection
2) Emergencies (Bomb Threat, Fire Drill, act.)
3) If the student has an IEP, 504, or ELP Plan that specifically states "multiple settings over multiple days". Prior approval will be given before testing begins.
4) Sudden illness

Denials

1) Doctor Appointments
2) Left for School Activities/Field Trip
3) Wrong Ticket/Login Error (often denied, but please provide detail on any mitigating circumstances and individual evaluation will take place)

*Once a student logins into a test he/she must finish the part they have started even if the content area differs from other students in the testing area.

In order to effectively maintain test security all procedures and policies for reactivation must be followed. If a test examiner or proctor is found misusing the reactivation policy and procedures, the Assessment Staff at the office of the SDE, may take suitable action ranging from a warning or denied reactivation, to invalidation of the student(s) test.

RETESTING

NO RETESTING OF THE SAME TEST FORM IS ALLOWED.

INVALIDATING A TEST

If the test examiner or proctor believes the integrity of the ISAT has been compromised, the computer should be put on "pause" and the student removed from the testing location. *The building principal will determine if the student assessment will be invalidated or if the test will be reactivated and the student allowed to continue the assessment.* Possible reasons to consider invalidating a test:

- The student receiving help from another student
- Students switching computers during the test
- The student refusing to take or continue the test
- Examiners, proctors, or other adults in the room explaining test items to students
- Examiners, proctors, or other adults in the room reading words or passages to students
- Examiners, proctors, or other adults in the room pointing to or suggesting the correct response
- The student was using a calculator on a non-calculator portion of the mathematics test
- Recopying, highlighting, or any other modification of the test booklet will result in an invalid test administration and no student scores will be reported

STUDENTS FALLING WITHIN THE POPULATION NOT TESTED

The expectation of the State Board of education is that all students be tested. NCLB requires at least a 95% participation rate. Starting with the 2007 Fall Administration the testing system will require the test examiner to document the reason for a student not tested in the system. Some possible explanations counted in your 5% not tested include:

- Parent Refusal
- Student Refusal
- Absent (not withdrawn)
- Medical Release (unless appealed)
- Suspension

A student who is dropped from enrollment during the regular testing window should be removed from the system using the "withdrawn/transfer" option for each content area test(s) that were not taken. For AYP calculation purposes a "withdrawn/transfer" student will not be counted for achievement or participation.

TEST SECURITY

Test security at all levels must be high in order to keep the validity and reliability in the statewide testing program. It is important to follow these guidelines:

- All administrators, test coordinators, and proctors must complete the Test Security Agreement (End of ISAT Section) before the testing window opens for each administration. Forms should be kept at the district office for two years and available to the State Department of Education employees for auditing purposes at any time.
- Any person having an opportunity to view test items must sign the test security agreement.
- Testing tickets are considered secure materials and must be collected after testing is completed. Teachers/Proctors are NOT allowed to login students without the student being in the room to verify attendance.
- Computer labs used for testing should be monitored at all times.
- Making copies of test questions or writing items on scratch paper and taking the paper out of the testing room to share with others is not allowed; these are copyrighted materials and are secured for the purpose of testing.
- Examiners and/or proctors are not permitted to discuss test item questions with students during the testing period or to read specific words to students.
- Calculators are permitted ONLY for Part 2 on the mathematics assessment in grades 5 through high school. Calculators are not permitted on any portion of the mathematics assessment in grades below five.
- Students are not allowed to have PDA's, cell phones, IPOD's, or other similar electronic devices with them in the testing area.
- Teachers are not allowed to use a student ticket to take the ISAT.

REMINDERS

- The best testing conditions include a positive attitude on the part of the examiners and students. Make sure that all students have taken the Tutorial and at least one practice test for each content (mathematics, reading, language usage and science) before the testing window opens.
- Students are required to present Test Session Ticket in order to take the ISAT.
- Proctors may not log students onto the computer before students arrive. Activating a ticket for

a student who is absent will invalidate that student's ticket. The student will not be able to test and no scores will be reported.

- Students with current IEP, 504 plans, and/or written ELP should be provided the accommodations appropriate for each content test as described in their plan.
- IAA is under revision. Check with district SPED director for IAA timelines.
- LEP1 students must take the mathematics and science (in grades where offered) ISAT tests
- Examiners are responsible to verify that the student named on the computer screen is the student at the computer.
- It is essential to have a systematic procedure established to allow sufficient testing time for all students to be able to take all required ISAT tests during the testing window.
- It is crucial to maintain a list of students who were absent on testing days and verify make-up testing ISAT reading, language usage, mathematics, or science tests before the end of the make-up testing window.
- Computer screens should be easy for students to see and as free from glare as possible.

REPORTING

Students will receive an immediate score once they complete a content area. Immediately following the review page, the student will see his/her scale score. **These scores are to be considered preliminary until verification has been finalized. Scores cannot be printed by the students but teachers and test coordinators have access to a class roster and may be printed using the 2009 Preliminary Printing Option.**

It is a requirement of NCLB, IDAPA, and the district's responsibility to make certain parents receive the Individual Student Report (ISR) after each test administration (State Law requires that parents have access to scores within 3 weeks of the districts receiving finalized scores from SDE). The ISR will be provided by DRC and will be available soon after the student scores have been released to the schools and districts throughout the state. The Four options of Reporting Requirement Fulfillment are listed in order of preference below:

1. Mail the ISAT NCLB Student Reports and Parent Brochures within three weeks of receiving the final reports.
    a. If that is not an option then move to step 2
2. Print the ISAT NCLB Student Reports and Parent Brochures (most parent brochures are already provided for you, additional copies can be made using the link from the ISAT homepage) and offer parents a window of time to pick up the reports from the district/school office.
    a. You can send a notice home with the students before school is out (if it is not too late) along with the parent brochures to help motivate the parents to come in.
    b. All reasonable attempts must be made to reach parents
    c. If this is not an option move to step 3
3. Post the scores and parent brochures on a login protected site (typically through the school's SIS) where only parents can access the student's ISAT scores and the parent brochure.
    a. You may choose to send the parent brochure home with the student at an earlier time, if you would prefer.
    b. If step 3 does not work move to step 4
4. If your school is very small and all other steps simply won't work….then you may email the reports and brochures to the parents.
    a. However, you must ensure it is a secure email (not a family email…the parents are the only users)

b. It must be a working email
c. It must be and email that the parents actually use
d. The file must be password protected

Idaho Standards Achievement Tests (ISAT) Ethnicity/Race Codes

The Federal Government and the State of Idaho requires students to be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. To identify students by race/ethnicity please use the NEW Federal guidelines:

First, ask whether student is Hispanic or not. Second, collect all racial identification(s) for the student.

If a student claims Hispanic ancestry, they should be coded on the SEF file as 06, "Hispanic," regardless of how much racial identification is provided.

If a student does not claim Hispanic ancestry, and only one race, they should be coded for that one race.

If a student does not claim Hispanic ancestry and more than one race, they should be coded 07 for "Two or More races, not Hispanic."

Only one of the seven codes below should be applied per student on the SEF file: **It is not appropriate to determine race by the last name of a student.**

Group Code	Interpretation
1	American Indian / Alaska Native, not Hispanic
2	Asian, not Hispanic
3	Black / African American, not Hispanic
4	Native Hawaiian /Pacific Islander, not Hispanic
5	White, not Hispanic
6	Hispanic, of any race
7	Two or more races/Multi-racial, not Hispanic

1. *American Indian/Alaskan Native:* a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. *Black/African American:* a person having origins in any of the Black racial groups of Africa.
4. *Native Hawaiian/Other Pacific Islander:* a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. *White:* a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. *Hispanic or Latino Ethnicity:* a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
7. Two or More Races: a person with multiple racial origins.

Note: United States Department of Education (USDE) links student counts in assessment to all reporting for special programs including Title I, Title III, Migrant, and Special Education. Failure to properly code students may impact funding for special programs.

SPECIAL CODING

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Please designate all areas that apply for each student for the following:

FRL	Free or Reduced Lunch
LEP	Limited English Proficient
LEP1	Limited English Proficient in the first year of U.S. School[1]
LEPX1	Limited English Proficient exited LEP program within the past year[2]
LEPX2	Limited English Proficient exited LEP program within the past two years
TIA	Title I A. (Targeted Assisted and School Wide Title I programs).
MIG	Migrant
GAT	Gifted and Talented
NOD	Neglected or Delinquent
HML	Homeless
HMS	Home School Student testing only in required content area(s).
(Name)-HS	Home School Student testing in non-enrolled content area(s).
SPE	Special Education
SPEX1	Special Education exited Special Ed. Program within the past year.
SPEX2	Special Education exited Special Ed. Program within past two years.
ACR	Accommodation for the Reading Assessment
AAR	Alternate Assessment for the Reading Assessment
ACL	Accommodation for the Language Assessment
AAL	Alternate Assessment for the Language Assessment
ACM	Accommodation for the Mathematics Assessment
AAM	Alternate Assessment for the Mathematics Assessment
504	Students on 504 Plans
ACS	Accommodations for the Science Assessment
AAS	Alternate Assessment for the Science Assessment

Student demographic information will be acquired through the ISEE Report. It will be possible to make changes to the student demographics until the end of the testing window; however, those changes **MUST** be reflected in the ISEE report. This information is used for AYP reporting after the spring ISAT. Appeals may be filed to change student demographics, but will be approved only for extenuating circumstances.

After the four week testing window, and before the end of the make-up week, district and school test coordinators will verify student data by completing a District Test Coordinator's Checklist (see Page 24.)

DISPOSITION OF ISAT MATERIALS

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1 A student can be classified as LEP1 if they have been in a U.S. school (not including Puerto Rico), not just an Idaho school, for 12 months or less. This student must be identified as LEP through the ELL Placement Test before they can be considered LEP1. *A student that qualifies as LEP1 may only take one fall and one spring administration of the ISAT with the LEP1 designation.*

2 A student can be classified as LEPX1 or LEPX2 if they have exited an LEP program within the past two years. This is determined by the Idaho English Language Assessment (IELA). *A student can be exited at any point during the school year, but may only qualify for one fall and one spring administration of the ISAT as LEPX1. Likewise, the student may only qualify for one fall and one spring administration of the ISAT as LEPX2.*

- Any and all scratch paper used while the students are taking the ISAT must be collected at the end of each testing session during the day, shredded and destroyed by the test administrator.
- Test Session Tickets must be collected before students are allowed to leave the testing area (computer lab, classroom). These tickets are to be shredded and destroyed by the test administrator.
- Manuals and Test Booklets for Paper/Pencil and Braille will be collected and returned to DRC in the manner specified in the DRC Test Administrators Manual. Failure to follow specifications and timelines will result in delayed or non-reported student scores.

DISTRICT TEST COORDINATOR'S CHECKLIST

This checklist is to be used as a helpful reminder to eliminate common errors that have caused problems in the last three ISAT test administrations. It is crucial to the statewide testing program that one district test coordinator be designated for each district. The district test coordinator is responsible for:

1. Ensuring that sufficient quantities of test materials are available.
2. Implementing the testing program in the district.
3. Verifying that prescribed administration procedures are followed.
4. Maintaining test security.
5. Coordinating testing activities with local counselors and administrators.
6. Attending ISAT WebEx training conducted by the State Department of Education.
7. Training teachers/proctors in proper testing procedures.
8. Informing students and parents about the statewide testing process.
9. Maintaining current contact information with the State Department of Education at: http://www.sde.idaho.gov/idci/default.asp.

_____   I have completed all of the responsibilities listed above.

_____   I have verified with special programs directors to insure that students with IEPs, ELPs and 504s will be properly accommodated when taking the ISAT.

_____   I have verified the coding of all subgroups and verified numbers of students in each group. Although we do not report AYP for migrant students, migrant numbers must be accurate for compliance and district funds.

_____   I have reviewed the testing schedule and assisted building coordinators in scheduling adequate time for all students (recommended 90 minute slots) and early start times for students who are known to need extra time.

_____   I have trained proctors, using the Test Administration Manual (TAM), to assure proctors will not start a test if a student is not feeling well, or has an appointment that will interrupt his/her testing time.

_____   I understand that a request for an overnight reactivation must be documented and submitted to the State Department of Education by the district test coordinator.

_____   I have communicated with the technology department to see that all downloads have been completed and all computers to be used for testing have been checked.

_____   _____

Printed Name   Signature   Date   District Name and Number

ISAT
Idaho Standards Achievement Tests

2012 Test Security Agreement

TESTING PERSONNEL
TEST SECURITY AGREEMENT

I acknowledge that I will have access to the Idaho Standards Achievement Tests (ISAT) for the purpose of administering the test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will protect the contents of the test from any improper access.

2. I will handle test items or test booklets in accordance with security instructions. Copying or taking notes about any part of the test is not allowed.

3. I will carefully restrict access to the test materials to only persons authorized by the District Test Coordinator.

4. I will assure students' responses are accurate reflections of their own work.

5. I will assure that students' answers to test items are their own and that no one offers any improper assistance to students.

6. I acknowledge that discussing with teachers/students or answering any test questions contained in the electronic assessment before, during, or after the administration of the test is a violation of test security.

7. I understand my username and password for the ISAT electronic tests are secure and must remain confidential.

8. I acknowledge that copying, highlighting, or any other modification of the test booklet will result in an invalid test administration and no student scores will be reported.

9. I understand that any information about student data and test performance is confidential and I am not at liberty to discuss or share with anyone who does not have legal access to that information.

10. I certify that students with disabilities and LEP students received appropriate accommodations in accordance with their IEP, ELP or 504 Plan.

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

Please be sure to print, sign, and return the *Test Security Agreement* (from the computer OR manual) to the District Test Coordinator before administering any ISAT.

Signed: _____ Date: _____

Printed Name: _____ Position: _____

School: _____ District: _____

IDAHO ENGLISH LANGUAGE ASSESSMENT (IELA)

The IELA is a federally mandated assessment for LEP students in grades K-12 and is administered annually every spring. All LEP students are required to take the IELA, regardless of the program of service they are given within the school or district. Any student who has been exited from the program and is in their 2 year monitoring status may take the test, but is not required to test. Exited LEP student scores will not be counted within student, school and district growth reports. Students who qualify for the LEP program, but whose parents waive services are still required to test annually on the IELA, until they are deemed proficient.

Beginning in 2012, all IELA information will be housed on an online system called ServicePoint. Each fall, a pre-identification process to register all LEP students for the spring IELA will take place in November – December. The Idaho State Department of Education (IDOE) will provide Questar Assessment, Inc. with a master file of all eligible districts from the November ISEE upload. Please ensure that your Student Information System (SIS) is up-to-date prior to the November pull. The information provided by the IDOE will be imported into ServicePoint (https://id-servicepoint.questarai.com/Login.aspx?ReturnUrl=%2f) for district viewing and editing. Students who enter the district after the pre-identification process will still have to take the test, update your SIS immediately with any new student information. Communication will be sent out each fall on important information in regards to timeline, training, and the ordering of additional materials process.

It is essential that you go in and update your District Contact information in ServicePoint if there have been changes. Please visit https://id-servicepoint.questarai.com/Login.aspx?ReturnUrl=%2f to login to ServicePoint. Your district password is Idaho abbreviated (ID) plus the word "District" plus your District code (with leading zeroes, if applicable). For example, Boise will login with the username of ***IDDistrict001***. Your password remains the same as in previous years and is case sensitive. If you have misplaced or forgotten your password, please contact Questar's Customer Service department via e-mail (iela@QuestarAI.com) or telephone (888-854-9596). Nichole Hall, the IELA Coordinator, can also be contacted for password assistance (nhall@sde.idaho.gov) or (208)332-6903. Once logged in to ServicePoint, select Address Book and scroll down to District Contacts from the toolbar on the left side of the homepage and update. This includes both the District Test Coordinator (DTC) and LEP contact names, email addresses, and shipping information **(no P.O. Boxes please).** The link below will bring you to our ServicePoint User Guide which will provide you with step by step instructions on how to update your districts contact information.
http://www.sde.idaho.gov/site/assessment/IELA/docs/admin/ID%20ServicePoint%20QRG.PDF

The IELA is a paper-pencil test with Braille and Large Print accommodated versions available. All special education / LEP students must take the entire IELA to the best of their ability.

For all grade spans except Kindergarten, there are two test booklets of differing difficulty. Form 1 is designated for LEP1 students (defined as new to a U.S. school within the last 12 months) who are at the Beginner Level in Reading and Writing. Form 2 is for all other LEP students. If, however, an LEP1 student is beyond Beginner Level in Reading and Writing, he or she should take Form 2. The level of the recently arrived students is determined by the ELL Placement Test given to a student upon arrival.

For more information on the IELA, the ELL Placement Test, updates, training dates and an annual Test Coordinator's Guide specifically for the IELA, please visit the Idaho State Department of Education Assessment Pages on the website: http://www.sde.idaho.gov/site/assessment/IELA/. For the LEP Program Manual, please visit: http://www.sde.idaho.gov/site/lep/guidance_docs.htm.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP), also known as the "Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides group results for the nation and for the states, but does not provide results for Idaho school districts, schools, classrooms, or individual students.

The Idaho State Board of Education includes NAEP in the statewide testing program because it gives us comparative state and national information about student achievement in reading, mathematics, science, and writing. Even though the U.S. Department of Education pays for and administers NAEP, there is no federal requirement that an individual student complete all or any part of the assessment. However, Idaho administrative law does require that students enrolled in Idaho public schools (and public charter schools) participate in NAEP, if selected, just as they would in the Idaho Standards Achievement Test (ISAT) or any of the other state mandated assessments.

NAEP conducts assessments every year in grades 4, 8, and 12, generally in late January through early March. NAEP reports state-level results only for "State NAEP." Not for national assessments. State NAEP assessments of reading, mathematics, science and writing are scheduled for odd-numbered years, e.g., 2009, 2011, etc. In even-numbered years, national assessments are conducted periodically in the arts, civics, economics, geography, and U.S. history. NAEP also conducts the "Long-Term Assessment," pilot's new assessment procedures, and field tests "State NAEP" items in the even-numbered years. In State NAEP years, typically more than 300 Idaho schools statewide participate in the assessment. In national NAEP years, typically from 10 to 30 Idaho schools are involved.

NAEP has been reporting state level results for Idaho students in grades 4 and 8 since 1990. The 2009 assessment marked the first time ever that NAEP reported state level results for Idaho's seniors.

NAEP is designed so multiple subjects can be tested in one classroom at the same time, but each student will require about 90 minutes to answer questions in only one subject. NAEP is a primarily a pencil-and-paper test but is moving rapidly to computer-based assessments. Already NAEP uses computer interactive problems and hands-on experiments for science.

Strict statistical procedures require a participating school to submit demographic data for ALL students enrolled in the target grade (4, 8 or 12) to Westat for sampling. Decisions about students who are eligible for IEP or LEP accommodations or who might be excluded from NAEP are made AFTER Westat completes the sampling process.

All Idaho assessments, including NAEP, will use race/ethnicity codes (provided on page 25) derived from the new federal two-question identification procedure.

The testing window for NAEP 2013 is late January through March 2013. Each participating school has a scheduled test date within the window that is convenient both to the school and to NAEP. The principal designates a NAEP School Coordinator who works with the NAEP Representative to plan and execute assessment activities in the school. The school's NAEP Representative (and team) then visits the school on the scheduled day to administer the assessment.

IDAHO'S NAEP 2013 SAMPLE SIZE

NAEP 2013 again will be a State-NAEP year with a testing window in January-February-March, 2013. The Idaho sample must be large enough to report out reliable state-level results. This means we can expect NAEP

to assess grade 4 students in about 160 Idaho elementary schools, grade 8 students in about 115 Idaho mid-level schools, and grade 12 students in about 100 Idaho high schools.

Visit Idaho NAEP on the web at http://www.sde.idaho.gov/site/naep/ to find NAEP results for Idaho and the nation and to learn more about the assessment. Visit also NAEP's national website maintained by the National Center for Education Statistics at http://nces.ed.gov/nationsreportcard/.

College Entrance Exam - SAT/ACCUPLACER

SAT® School Day

Beginning in the 2011-2012 school year, all 11th graders must take a college entrance exam (the SAT, ACT, COMPASS or ACCUPLACER) to meet high school graduation requirements. Refer to Idaho Administrative Code: 08.02.03.105.03.

MATERIALS

All schools must fill out the SAT Test Center Intake Form at the beginning of the school year. The required information is:

- School Name
- School SAT Code
- School Address
- City
- School Type
- Building Principal
- SAT School Day Point of Contact
- Number of enrolled students
- Number of students taking the SAT
- Is your school set up as a testing center
- Estimated number of Juniors will take the SAT
- Estimated number of Juniors taking the ACCUPLACER Diagnostic
- Estimated number of Seniors taking the Make-Up SAT
- Estimated number of Seniors taking the ACCUPLACER Placement

Comment [SM1]: This may change

Online Course: The Online Course Coordinators will receive a Welcome Kit via email from the College Board. The Welcome Kit will now arrive in November each year and will include access codes for all 10th graders to log onto the Online Course, http://satonlinecoursetoolkit.org/. Students will have an 18-24 month license to access practice tests, communications, SAT Skills Insight, and any additional information provided by the College Board to prepare for the SAT. **Schools should encourage students to sign up for My Organizer which will give students full access to valuable resources and updates.**

Each school should receive the following each year:
- 1 school code for students
- 4 administrator activation codes
- 10 teacher activation codes
- Instructions on how to register both faculty and students

SAT Registration: SAT registration materials will be distributed to the SAT Registration Coordinator along with a Comprehensive Packet which will include the following:

- Cover Letter explaining the registration process
- Supply of vouchers with unique 12-character codes – these cards will be perforated and come in sheets of four
- Supply of This is Your SAT School Day – two page flyer with registration instructions, one per junior
- Poster for display with a write-in section for the counseling office to note the Idaho SAT School Day Testing

Registration will open several weeks after packet is sent. Students can register alone or as a group. Test Center Supervisors will need to obtain or give the following to students to register.

Items necessary for registration:
- Free College Board online account (provided by the SAT Test Center Supervisor)
- Idaho State EDUID (EDUID should be found in the school's student information system. If it is not available there please contact your principal or technology coordinator.
- Idaho SAT student voucher (provided by the School Counselor)

SAT Registration website: sat.collegeboard.org/register, for support please contact the Idaho SAT dedicated line: 1-800-416-5137.

SAT Assessments will be distributed 2 weeks prior to the Idaho SAT School Day Testing.

ENVIRONMENT

Students (who are not known to staff) must show proof of ID before taking the SAT. Remind students to take their ID with them during breaks or when leaving the testing room. ID's should be re-checked whenever readmitting students to the testing room.

There may not be any cell phones or mobile technology allowed in the testing room or testing area.

SAT Testing will take approximately 5 hours. Students are allowed three (3) 5-minute breaks. There are 10 sections to the assessment which should take three (3) hours and 45 minutes of testing time. You will need to account for an hour (1) for administrative tasks, admitting and seating students, distributing tests, etc. This will add up to about 4 hours of testing and breaks.

General Overview of Schedule:

6:45 a.m.	Staff reporting time and facility preparation.		
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff.		
7:15 a.m.	Staff report to their rooms and prepare for arrival of students.		
7:30 a.m.	Students report to the area designated for them to assemble before and after testing.		
7:45 a.m.	Close testing room doors.		
Approx Time	**Standard Room**	**Approx Time**	**Nonstandard Room**
8–8:30 a.m.	Distribute materials and read preliminary instructions.	8–8:35 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.	8:30 a.m.	Begin testing.
9:25 a.m.	5-minute break.	9:50 a.m.	5-minute break.
10:30 a.m.	5-minute break.	11:20 a.m.	5-minute break.
11:30 a.m.	5-minute break.	12:35 p.m.	5-minute break.
12:30 p.m.	Testing ends for standard test administration.	2 p.m.	Testing ends for Type I nonstandard test

Testing room requires well-lit, comfortable surroundings, with ample room between test-takers and minimal opportunities for inadvertent (or planned) sharing of information.

Staffing in each room is preferred to have 3-34 students per room. To estimate the total number of rooms and staff you will need for testing use the following staff/test-taker ratios:

STANDARD TESTING ROOMS

Number of Students	Assoc. Supervisors	Proctors
1–34	1	0
35–50	1	1
51–100	1	2
101–150	1	3
151–200	1	4
201 or more	1	5 + 1 proctor for each additional 50 students

NONSTANDARD TESTING ROOMS

Number of Students	Assoc. Supervisors	Proctors
1–10	1	0
More than 10	1	1

Be sure to assign assistant associate supervisors in the testing rooms that have more than 24 students. Also assign one additional proctor for every 5 rooms to monitor the halls.

Select rooms in one section of the school to minimize disturbances from ongoing classes. Avoid using science rooms, computer labs or rooms with specialized equipment. Decide on an area for test-takers to assemble before and after testing.

For more detailed information on seating and testing environment please refer to the SAT Planning Guide: http://sat.collegeboard.org/SAT/public/pdf/planning-guide-for-sat-school-day-supervisors.pdf.

SAT Test Center Supervisors

SAT Test Center Supervisors will be required to participate in the training webinars provided by the College Board. The College Board will notify SAT Test Center Supervisors when the webinars will start and how to access the webinars. Webinars will be an overview of the following:

Planning Administration:
- Arrange for Test Day with School Administration
- Allocate Rooms for Testing
- Plan for Testing – Time/Bell Schedule
- Select and Train Staff

Overseeing Testing and Ensuring Security:
- Review Rosters
- Receive and Store Test Materials
- Distribute Test and Forms for Each Testing Room
- Oversee Test Center Admission
- Monitor Testing

Reporting and Returning Materials
- Complete Reports and Forms
- Return Critical Materials

The SAT Test Center Supervisor will coordinate with the administration of their school to ensure that testing can take place smoothly.

Important steps to consider:
- Plan ahead for secure receipt and storage of materials

- Arrange an area for test-takers to assemble before and after testing
- Work with school administrators to review teacher schedules and determine who will administer the test (associate supervisor) or act as proctor
- Arrange for silencing of bells and announcements on test day and for rescheduling the lunch period for test-takers. Be sure to clearly communicate all changes to school routines to the general school population and to other staff.

IMPORTANT: School staff members who are relatives of students taking the SAT CANNOT administer the test or take part in the SAT Test Center School Day.

For more detailed information on requirements of the SAT Testing Center Supervisor please refer to the SAT Planning Guide:
http://sat.collegeboard.org/SAT/public/pdf/planning-guide-for-sat-school-day-supervisors.pdf

TEST SECURITY – BEFORE AND AFTER TESTING

Keep unused materials **out of the reach of students**.

Never ask students to distribute test materials.

Make sure that no one **copies, removes, or photographs any part of the test materials**.

Never leave test materials unattended.

Before dismissing students, test booklets and answer sheets must be collected **in the same order they were distributed.**

Verify each test-taker's identifying information
- Check page 1 of each answer sheet for completeness.
- Check that written and bubbled information match.
- Check that answer sheet information matches ID for unknown test-takers.

Account for all materials
- Verify by count
- Verify by serial number

Do not dismiss students until **ALL test materials have been accounted for.**

All tests must be secure during all scheduled breaks. Students should not converse during breaks.

Test Materials

Test Materials will be distributed by the College Board. All test materials must remain secured at all times.

All unused materials must be returned to the College Board as soon as possible.

For more detailed information on SAT Test Materials please contact the College Board directly at 1-866-253-0385.

ACCOMMODATIONS

Students who have applied for any College Board accommodations in past (i.e. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or Advanced Placement (AP) and have a current, valid College Board Services for Students with Disabilities (SSD) code, do not need to re-apply for accommodations for Idaho SAT School Day. These students must provide their SSD code at the time of registration. If they do not have their SSD code, please contact the SSD Office at ssd@info.collegeboard.org or by phone at 1-609-771-7137 for further assistance. The College Board requires students to provide their SSD accommodations code during registration. The online portal at www.collegeboard.com/ssd guides the school staff and parents through the process.

The application for tests accommodations for students with disabilities will need to be filled out and returned to the College Board 2 months prior to SAT School Day testing. The application will need to go through the College Board approval process for acceptance or denial. (It takes the College Board approval process about 5 weeks to go through all the applications. It is very important that the schools get the application in as soon as possible.)

Students, whose accommodation request was not approved by the College Board, may elect an exemption from the college entrance exam requirement. This only applies to students if they are enrolled in a special education program and have an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the College Entrance Exam.

Parents can work directly with College Board's Services for Students with Disabilities office to resolve any issues related to accommodations. The SSD Office can be reached at ssd@info.collegeboard.org or by phone at 609-771-7137 for further assistance. A parent/guardian has the right to refuse to consent to the request for accommodations. In this case, the student would test as a standard test-taker. However, you may wish to remind the parent that a student who tests without accommodations, and who creates a disturbance during the test, will be asked to leave the test and their scores will be cancelled.

Note: It is recommended that the accommodations (SSD) form be kept on file at the school until the student graduates. Keep in mind that the form is for your protection, in the event of a complaint by the parent, and that the student may take additional College Board tests in the future.

You can have access at any time to the Accommodations Online tool; however, the SSD Coordinators Form must be signed by your school's principal and submitted. You should receive an email within 2-3 business days after faxing a SSD Coordinators Form, with your access code. Please see www.collegeboard.org/ssdonline for specific instructions regarding how to obtain access.

If you wish to add, remove or otherwise change accommodations that have been approved:
- From dashboard, locate student's name.
- Select "Options".
- Select "Create Change Request". This will bring you to a change request form for the student.
- Print out form.
- Check "Request to Add or Remove Accommodations from Approved Request".
- Indicate all accommodations that you wish to remove or add, in the appropriate sections, and provide signatures.
- If you are requesting that accommodations be added, attach the form to supporting documentation. (Documentation is not required if you are only requesting that an accommodation be removed).
- Fax form, and any supporting documentation, to the College Board (number is indicated on the form).

Verification is done by the school's SSD Coordinator. However, a request must meet certain criteria in order to be eligible for school verification. The documentation does NOT need to be submitted for students who are approved through the school verification process. However, for school verification, schools need to verify that they have documentation that meets the College Board guidelines on file at their school. See the SSD website, at www.collegeboard.org/ssd, for more information about school verification.

For students needing extended time you will want to re-arrange your lunch schedule so that the students will be able to eat lunch after the test is completed. Additionally, you may want to remind the students to bring a small snack, which they can eat during their breaks.

For transfer students after the accommodation cut of date, you will first find out if the student was approved for accommodations at his or her previous school. If so, the student will remain eligible for accommodations

if the student is receiving the same accommodations at the new school. In this situation, log onto SSD Online, 14 and select "Submit Eligibility Form". The first screen of questions will ask you if the student is a transfer student, and the system will guide you through the process. (You will need the student's SSD Number to proceed). If the student was not previously approved for accommodations, submit a request for accommodations as soon as possible. If the student can be approved through the school verification process, it is possible (but not guaranteed) that the student will receive a decision in time for the test.

Contact Information: Contact the College Board's Idaho Educator only toll free 1-866-253-0385 regarding any Idaho SAT school-day administration specific information or questions. Parents and students needing support should call toll free Customer Service at 1-866-756-7346.

Idaho State Department of Education contact:

Nichole Hall, IELA and SAT Coordinator – nhall@sde.idaho.gov
Stephanie Lee, Assessment Specialist – slee@sde.idaho.gov

ACCUPLACER

All students are encouraged to take the SAT, as it is a college entrance exam and is accepted by most colleges and universities in the U.S. With that said, we understand that there will be a population of students that will want an option other than the SAT. Therefore, a limited number of 11th grade students will be eligible to take the ACCUPLACER Diagnostic test each spring, which will fulfill the High School graduation requirement and give counselors information for 12th grade course placement.

The following guidelines will help students, districts, and parents to determine who should take the ACCUPLACER Diagnostic testing:

- *Students are eligible to take the ACCUPLACER in lieu of the SAT if they have not met proficiency on the ISAT in Reading and/or Math, or if students, school teams and/or parents have determined that the ACCUPLACER Diagnostic test is in the best interest of the student. Students and parents must be aware that the ACCUPLACER given in the 11th grade is a Diagnostic test and not a Placement test, nor a college entrance exam. If a student takes the ACCUPLACER Diagnostic test in the 11th grade, they will be given the opportunity (optional) to take the ACCUPLACER Placement Test in the spring of their senior year, paid for by the state.*

Diagnostic Test – Used to "drill down" to see student's strengths and weaknesses in reading, writing, and mathematics specific content areas. Provides HS with detailed assessment of students' skills.

Placement Test – Primary function of Placement Tests are to assist with determining if students are prepared for a college-level course or if they would benefit from a development course. Please note, that the Placement test in the student's senior year is optional.

SYSTEM OPERATIONS FOR ACCUPLACER DIAGNOSTIC AND PLACEMENT TESTS

All schools must fill out the ACCUPLACER Test Center Intake Form at the beginning of the school year. The ACCUPLACER Intake Form will be combined with the SAT Intake Form. The additional required information is:

- ACCUPLACER Site Manager
- Number of students taking the ACCUPLACER Diagnostic test and number of students taking the ACCUPLACER Placement test

Student Pre-registration

- Pre-registration is not necessary unless you have 20 or more students. Pre-registration templates can be found here: http://www.sde.idaho.gov/site/assessment/SAT.htm.
- Student Voucher – given when pre-registering

- Site Managers can pre-register individual students and supplement their profile. Once the student logs in they can edit their profile information

Student Registration – Walk-ins

- Proctor will Log-in
- Click on Administer Test Tab
- Click on Administer New Test Session
- Choose Branching Profile from dropdown menu
- Click on Administer Test Button
- Student Reads and Accepts privacy policy
- Students enters State EDUID (twice)
- Last Name
- Date of Birth
- Demographics page
- Click test to begin

Developing Testing schedule:

- Determine number of computers available on testing dates
- Determine number of days needed to test (i.e., testing 100 students but only 50 computers then at least 2 testing days plus an additional backup date is needed).
- Determine and schedule number of computer labs needed for testing

Site Manager Access to the ACCUPLACER system:

ACCUPLACER Site Managers will be sent an email with a temporary username and password. Site Mangers will need to immediately change their username and passwords. Site Managers will then create Proctor users.

Testing Guidelines

- ACCUPLACER provides a pop up calculator for students to use when answering **some** of the math questions
- The calculator will not help a student answer the question but is provided as a tool for students to use
- If a test question is one of the items the ACCUPLACER system deems appropriate for a calculator then the calculator icon will appear at bottom of screen
- Student can click the icon and a 4 function calculator will appear. The icon will disappear when student moves on to the next question

ENVIRONMENT

All testing must be done in a secure and proctored setting. The proctor **must** be in the testing room at all times.

Testing is approximately 5 weeks. Dates will be determined by the College Board and State Department of Education.

Testing will take approximately 50 minutes per session.

Testing can occur over several days.

Part of a successful testing session is the suitability of the test site. Students cannot do their best if distracted by conditions such as noise, poor lighting, inadequate writing surfaces, or extreme temperatures. All efforts should be made to minimize the possibility of such distractions. Below are guidelines:

- The testing room should be appropriately heated or cooled, adequately vented, and free from distractions.

- Lighting should enable all examinees to read the computer screen or writing surface in comfort.
- The testing room should not contain maps, posters, math formulas, or any other materials related to the subject matter of the test.
- The testing room should comfortably accommodate the number of testing stations placed in it. Preferably 10 computer stations per Proctor, with a maximum of 25 per Proctor. It is recommended that computer stations are approximately 4 feet apart and in a formation that restricts the visibility of other computer screens, or dividers are placed in between each station.
- Testing rooms must be quiet throughout all test administrations. When possible keep any other activities surrounding the room that would disrupt the standardized testing environment to a minimum.

TEST SECURITY

Prior to testing or resuming testing – Proctor must verify student ID.

Acceptable forms of student identification:
- Current Driver's License (if applicable)
- High School I.D.
- A State approved I.D.

Proctor must remain in testing room at all times. Students must not be left alone during testing.
- Dictionary use is **not permitted**
- It is recommended that scratch paper be provided and collected at end of testing period.
- Student's personal computers or laptops **are not allowed** unless a documented disability requires the use of a specific computer.
- Cell phones or other electronic devices **are not allowed** in the testing center.

Proctor will:
- Be physically present throughout the administration of exams
- Web cameras my not be used for remote proctoring
- Recommended proctor student ratio is one proctor to every 15-20 students
- All proctors should have their own individual password that needs to be kept confidential and **not to be shared with anyone.**
- Must walk around the room to ensure students are working on the correct tests and guard against cheating.

TEST MATERIALS

ACCUPLACER is internet based computer adaptive assessment that will provide immediate and accurate determination of student skills and specific development needs.

Assessments will be on the following:
- WritePlacer
- Reading Comprehension (Diagnostic for Juniors/Placement for Seniors)
- Elementary Algebra (Diagnostic for Juniors/Placement for Seniors)

Proctors will have to log in students prior to testing or to resume a student the following day.

Results from the diagnostic tests pinpoint students' strengths and weaknesses so that targeted instruction can be prescribed for the student's 12th grade year. Placement Test scores may be used by Institutions of Higher Education for Placement purposes.

There are 40 items per test – broken into 5 domains of 8 items each Administered consecutively.

ACCUPLACER Site Managers and Proctors Roles'

There will be four permission levels to access ACCUPLACER
1. Institutional Administrator – Idaho State Department of Education
2. Site Managers Access – High School personnel
3. Proctor Access – Several at each High School
4. Reporter Access – Assessment Directors, High School Principals, and Counselors

Site Manager will oversee the following:
- Set up Proctors'
- Create and manage pre-registration system, ensuring that **juniors only take the Diagnostic test**, and the **seniors only take the Placement test**.
- Create additional Proctors
- Create custom messages/directions
- Create reports

How to set up Proctors:
1. Go to www.accuplacer.org
2. Login using your username and password
3. Click the Users Tab
4. Click "Create and Edit Users" link
5. Click "Add New User" link
6. Open Users Type Menu and select Proctor option
7. Complete all fields marked with the red star
8. After completing all fields, click Save
9. Proctor is now created

Proctors will need to ensure standardized fair testing practices occur for students, ALL testing must be done in a proctored setting. This ensures the integrity of students test scores and the security of the test questions. The ACCUPLACER license agreement requires that ALL testing occur under the supervision of an approved test proctor.

Proctor Qualifications:
- Trained on the ACCUPLACER
- Familiar with accepted practices for administering standardized tests
- Has no vested interest in the student's score
- Is not related to the student
- Check student ID's prior to testing

ACCOMMODATIONS

You do not need to apply for accommodations prior to testing, however the "accessibility" option must be selected for eligible students (eligible students would be those who have testing accommodations in their IEP or ELP). Many of the accommodations allowed on the ACCUPLACER system are built into the test itself called the Accessibility Wizard. However, if the accommodation is not a "normal" accommodation you will need to seek approval from the College Board. Please see example below.

Accessibility Wizard is for visually impaired students and allows test takers to change size of text, different font, text color, line spacing, background color, and cursor color.

All portions of the ACCUPLACER can be read to the student as long as their IEP or 504 has this particular accommodation. There are also two audio options, Kurzweil and Text Help Read & Write.

Students must not be allowed to test at home unless they have a documented disability that warrants home testing. Students with a documented disabling condition who require accommodations must consult with test

center personnel, who will determine appropriate accommodations.

RESOURCES

The self-guided ACCUPLACER online tool is designed for new users to assist in set up and implementation. Demonstrations can be found at https://www.accuplacer.org/js/swf/training_material/index.html

College Board/ACCUPLACER also provides a Program Manual that provides detailed descriptions on test content for each test and presents policies and procedures required for the use of ACCUPLACER tests. Site: http://professionals.collegeboard.com/profdownload/accuplacer-program-manual.pdf?CSRF=U5PR-L87U-PE6M-RP5N-MSDQ-8NRF-8DV6-6CDR

The user guide is available to provide step by step instructions for using the many functionalities of ACCUPLACER: http://professionals.collegeboard.com/profdownload/accuplacer-user-guide.pdf?CSRF=U5PR-L87U-PE6M-RP5N-MSDQ-8NRF-8DV6-6CDR.

For more detailed information on ACCUPLACER you can go to www.accuplacer.org or contact Julius Jones at jjones@collegeboard.org.

For any assistance or ACCUPLACER questions please contact the College Board at 1-866-607-5223 or info@accuplacer.org. You can also contact Julius Jones at jjones@collegeboard.org.

Idaho State Department of Education contacts:
Toni Wheeler, Alternate Assessment Coordinator – tcwheeler@sde.idaho.gov
Stephanie Lee, Assessment Specialist – slee@sde.idaho.gov

APPENDIX

ACCOMMODATIONS POLICY
FOR INCLUSION OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS
IN THE IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)

This document provides the guidance on:

This document includes a number of embedded hyperlinks in the electronic copy.

I.   Determining Which Students Should Take Which Assessment

An LEP student in Idaho is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*.

An LEP student is classified as one:

a. who is aged 3 through 21 who is enrolled or preparing to enroll in an elementary school or secondary school;

b. who is enrolled or preparing to enroll in an elementary school or secondary school;

c. (i)   who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant OR

> (ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
> OR
> (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

d. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

> (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
> (ii) the ability to achieve successfully in classrooms where the language of instruction is English; OR
> (iii) the opportunity to participate fully in society.
> (P.L. 107-110, Title IX, Part A, Sec. 9101, (25))

The following guidelines will be used to determine how the LEP student will participate in statewide assessments.

1. Regular Assessment without Accommodations

> The district LEP team determines and documents in the LEP Educational Learning Plan (ELP) that a student can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations. This would most likely be the

LEP students who have recently exited the program and who are on monitoring status (LEPX1–first year exited and monitored and LEPX2- second year exited and monitored); however these students are still eligible for accommodations, if necessary.

2. Regular Assessment with Accommodations that do not invalidate the Test Results

    a. Federal Regulations

Federal provisions for inclusion and accommodation of LEP students are found in the 1965 Elementary and Secondary Education Act (ESEA). These provisions were first presented in The Improving America's Schools Act (IASA) and then updated in The No Child Left Behind (NCLB) Act. IASA stipulated that states "provide for . . . the inclusion of *limited English proficient students* who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English" (U.S. Congress, 1994, Section 1111 (b)(3)(F)(iii)). NCLB supports the same schema, adding the clarification that LEP students should be eligible for other assessments "until such students have achieved English language proficiency" (U.S. Congress, 1994, Sec. 1111 ((b)(3)(C)(ix)(III)).

Under Title I of the ESEA, States must include LEP students in their assessments of academic achievement in reading/language arts, mathematics and science, and must provide LEP students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what LEP students know and can do in the academic content areas until they have achieved English language proficiency (U.S. Department of Education, 2006, p. 3).

    b. Idaho Code for inclusion of LEP students in Statewide Assessments.08.02.03.111.04.c.:

Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the reading/language usage ISAT, but will still be required to take the mathematics and science ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.02. (5-8-09)

    c. Reminders

- Recently arrived LEP students who have attended schools in the U.S. for less than 12 months (LEP1) may be exempt from one administration of the ISAT/Reading.
- All LEP students must take the ISAT/Mathematics and Science assessments. Mathematics scores for recently arrived LEP1 students are excluded from one cycle of Adequate Yearly Progress (AYP) determinations.
- Exited and monitored LEP students (LEPX1 and LEPX2) are allowed to use accommodations on state assessments during the two-year monitoring period, if

necessary.

- The flexibility and LEP accommodations for the ISAT do not apply to the Idaho English Language Assessment (IELA). All LEP students, grades K-12, must take the IELA annually, regardless of time in a US school.
- These accommodations may or may not be applicable for the IRI. Please contact the IRI coordinator at the State Department of Education if there are questions regarding accommodations for this test.

3. ISAT- ALT (Idaho Standards Achievement Tests - Alternate Assessment)

The district LEP team in conjunction with the IEP Team must find that the student meets all of the criteria listed below to determine if the LEP student is eligible to participate in the ISAT – ALT and not the regular district or statewide assessments. The LEP student must be eligible for special education and have a current IEP that is reviewed annually.

If the LEP and IEP teams determine that the student meets the criteria for participation in the ISAT – ALT and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment, as outlined in the student learning plan and IEP.

II. Defining Accommodations Allowable for LEP Students

LEP students are to be included in all district and statewide assessments. Appropriate accommodations must be provided where necessary according to Idaho Code and federal guidance. Accommodations for LEP students involve changes to testing procedures, testing materials or the testing situations in order to allow students meaningful participation in an assessment. Effective accommodations for LEP students address the unique linguistic and socio-cultural needs of the students without altering the construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with un-accommodated scores. (To learn more about accommodations for LEP students, click here.)

School LEP teams and district LEP coordinators must ensure that the accommodations that are used by LEP students in state assessments are also used regularly for instruction and classroom testing. They must be the same or accommodate the same skill as the support provided to the student to complete classroom assignments and assessment activities. (I.e. reading aloud to a student in the classroom would be the audio on the assessment).

Allowable accommodations for testing are listed below in section IV, beginning on page 5. Only those accommodations that are listed and that are included in a student's Educational Learning Plan (ELP) may be considered on a statewide assessment. **A sample ELP can be found here**. Any accommodation beyond what is listed below is an *adaptation* and *adaptations invalidate the test results*. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

III. Convening the Decision-Making Team to Assign Accommodations to LEP Students

Decisions about accommodations should not be made by an individual. The school/district team will determine:

A. How the LEP student will participate in state assessments – e.g., (1) in regular assessments with accommodations, (2) without accommodations or (3) in the ISAT - ALT (if the student is also eligible for special education and meets the ISAT - ALT criteria).

B. Which accommodations are appropriate for use by the student, document the process, and communicate this information to the classroom teacher and test coordinator/administrator.

Members of the team might include:

- Teachers of LEP students and general educators involved in supporting the student
- School/district test coordinator
- District LEP Coordinator
- School administrator

Documentation Requirements:

Accommodations for LEP students must be based on the individual needs of each student. Throughout the school year, instructional strategies should be documented in a student's Educational Learning Plan (ELP) by the student's teacher(s). The decision making team can refer to the ELP when assigning and documenting accommodations to the student for the statewide assessment. All LEP students who are given accommodations must have an ELP on file.

IV. Steps for Assigning Accommodations to LEP Students

This section begins with a brief overview of the accommodations allowed on the ISAT mapped by language proficiency level, followed by a recommended set of steps for matching the accommodations based on specific LEP student characteristics.

Students with Beginning and Advanced Beginning English Language Proficiency

LEP students at the lowest levels of English language proficiency tend to experience the greatest need of accommodations but are the least able to use them. In general, the use of oral supports is recommended over written accommodations in English, but cautioned that most of these would not be expected to produce much of an effect for the lowest proficiency levels.

Students with Intermediate English Language Proficiency

Because LEP students at the intermediate level of English language proficiency have usually developed some literacy in English, these students are expected to benefit from a wider variety of both written and oral accommodation options. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background characteristics of the student as well as the literacy demands of the test. Similar to LEP students with beginning language proficiency levels, the existing research suggests that at the intermediate level, *native language accommodations* are considered more useful than English language accommodations.

Students with Early Fluent and Fluent English Language Proficiency/Monitored LEP students

For students at the early fluent and fluent proficiency levels and LEP students on monitoring status (i.e., LEPX1 and LEPX2), the need for most kinds of accommodations is expected to decrease. However, dictionaries are considered useful for these students. English language dictionaries (word-to-word) are considered appropriate for most groups at the advanced level and dual language dictionaries (word-to-word) are recommended for advanced students who are literate in the native language and who have received instruction in the native language. Experts note that students at the advanced language proficiency level typically have enough English that they would not need oral translation of directions.

Table 1: Overview of Accommodations Allowed on the ISAT

ACCOMMODATIONS (*) Accommodations/Accommodated versions that are tracked on the ISAT	Reference Code	Content Area of ISAT	Recommended English Language Proficiency Level of LEP Student	When would this accommodation be appropriate?
Direct Linguistic Support - Oral				
Provide audio version of ISAT*	1.1	All but Reading	-Beginning -Advanced Beginning -Intermediate	Students' listening skills in English are higher than reading skills. This should not be a blanket accommodation for all LEP students, as it may not help some.
Provide oral/audio recorded test directions in native language	1.2	All but Reading	-Beginning -Advanced Beginning -Intermediate	Student has very low level of English language proficiency and can understand orally in native language. Only overall directions may be given to the student in their native language, however, this accommodation can help to reduce anxiety regarding test taking.
Clarify test directions in English	*NA*	*NA*		*This is already provided for all students so is not considered an accommodation.*
Clarify test directions in native language	2.2	All	-Beginning -Advanced Beginning -Intermediate	Student has lower level of English language proficiency and needs more clarification regarding the test administration.
Direct Linguistic Support – Written				
Provide written test directions in English	*NA*	*NA*		*This is already provided for all students so is not considered an accommodation.*
Provide written test directions in Native Language	3.2	All	-Beginning -Advanced Beginning	Student has lower level of English language proficiency **and** is literate in native language.
Provide district approved English word-to-word dictionary *	4.1	All	-Intermediate -Early Fluent -Fluent	Student must be at the higher level of English proficiency to use a word to word dictionary. Must understand how to use dictionaries. Not appropriate for a beginning level student.
Provide district approved bilingual word-to-word dictionary *	4.2	All	-Intermediate -Early Fluent -Fluent	Student has lower level of English proficiency, but high native language proficiency. Must understand how to use dictionaries. **Optional for students at the Beginning level if literate in their native language.**
Indirect Linguistic Support				
Reactivation of Assessment *	5	All	-Beginning -Advanced Beginning -Intermediate -Early Fluent -Fluent	Extended time is usually paired with using a word-to-word dictionary. As the ISAT is not timed, this accommodation is listed here reactivation purposes. *Overnight reactivations must be pre-approved by the ISAT Program Coordinator.

ACCOMMODATIONS (*) Accommodations/Accommodated versions that are tracked on the ISAT	Reference Code	Content Area of ISAT	Recommended English Language Proficiency Level of LEP Student	When would this accommodation be appropriate?
Test Administration Practices*	6		-Beginning -Advanced Beginning -Intermediate -Early Fluent -Fluent	On the day of the assessment, test administrators may need to adjust the timing, scheduling, or setting of the assessment based on the individual needs of the LEP student, scheduling needs of the school, or requirements associated with specific accommodations. Test administration practices for LEP students include: • Administer test in a location with minimal distraction • Administer test in small group or individually • Preferential seating • Multiple or frequent breaks • Early administration of the assessment (i.e. in the morning) • Prompt the student to stay focused on the test, move ahead, or read the entire item

A Five Step Process for Assigning Appropriate Accommodations to LEP Students

Research indicates that LEP Students with assigned accommodations matched to their linguistic and cultural needs scored higher than (a) LEP Students with "incomplete" accommodations – i.e., assignment done without matching accommodations to LEP-responsive criteria. LEP Students with assigned accommodations matched to their linguistic and cultural needs and (b) LEP Students who were not assigned any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007). Appropriate accommodation support allows LEP students to more accurately demonstrate their knowledge of the content being assessed.

When assigning accommodations to LEP students, the LEP student committee should ask the student's teacher(s) for formative assessment data and student test scores (if applicable) so that it can best match instructional interventions and assessment accommodations to student needs. Use the following procedure and data sources to inform this decision.

Step 1: Consider the LEP student's level of language proficiency in English and the native language; and then the language in which instruction is delivered to the student.
Step 2: Consider other specific LEP student background characteristics.
Step 3: Consider whether the student has had prior experience using this accommodation in classroom instruction and assessment which measure the same construct.
Step 4: Consider procedures for administering the accommodation.
Step 5: Check your work and fill out the Educational Learning Plan (ELP).

* Throughout this section, please refer to Tables 1 and 2. Both tables represent the allowed testing accommodations mapped by language proficiency and by administration directions.

Step 1: **Consider the LEP student's level of language proficiency in English and the native language; and then the language in which instruction is delivered to the student.**

    a. Refer to the student's English language proficiency (ELP) level score on the Idaho English Language Assessment (IELA). The *IELA* performance levels are as follows:

IELA English Language Proficiency Levels	
Level 1	Beginning
Level 2	Advanced Beginning
Level 3	Intermediate
Level 4	Early Fluent
Level 5	Fluent

For more information about the annual IELA, see http://www.sde.idaho.gov/site/assessment/

    b. Gather information on the student's level of native language literacy (if possible) and content area instruction in the native language.

        i. Is the student receiving content area instruction in the native language? If so, research suggests that native language accommodations such as written translated directions or a bilingual word-to-word dictionary are helpful.
(See Francis, Lesaux, Kieffer, & Rivera (2006), available at: http://www.centeroninstruction.org/files/ELL3-Assessments.pdf for more information.)

        ii. If native language instruction is not available for the student, consider whether accommodations offered in the native language might support the student's access to the content in English. For example, a student who can <u>read</u> proficiently in his or her native language is more likely to benefit from the provision of a bilingual word-to-word dictionary during instruction and assessment given in English than a student who has limited native language reading skills.
(See Acosta, Rivera, & Shafer Willner (2008), available at http://ells.ceee.gwu.edu/ for additional information.)

Step 2: **Consider other specific LEP student background characteristics.**
In addition to English proficiency, native language proficiency and language of content area instruction, the list of accommodations allowed for the student may need to be refined based on the additional unique characteristics of the student.

The following is a list of possible characteristics to consider along with sample questions which might be asked.

    a. Time in the U.S.:
What is the length of time a student has been in an academic environment in which English was the primary language of instruction?
Consideration: Would the student benefit from additional support with test directions due to lack of familiarity with standardized testing?

    b. Student's academic capacity:
What is the student's current academic achievement and test performance?
- What is the student's level of literacy in English? Academic English language proficiency is a major factor in the assessment of content knowledge.

- What is the student's level of literacy in the native language?
- Is the student's oral proficiency in English or the native language stronger than the student's written proficiency?
- What are some teacher observations regarding the student's academic capacity?

Consideration: Would the student benefit from an oral accommodation (the audio version or oral test directions)?

c. **Prior education**:

Has the student's education been interrupted? Students with interrupted formal education (SIFE) tend to have low literacy skills in both native language and English. As a result, oral accommodations in the native language are considered more useful than written accommodations for these students.

Consideration: Would the student benefit from an oral accommodation, such as translation of the overall directions in the student's native language?

d. **Age/maturity:**

Is the student young (early elementary) and less likely to have developed strong literacy skills in either English or the native language?

Consideration: Would an emphasis on oral accommodations be more appropriate?

Is the student older and perhaps likely to refuse accommodations due to the embarrassment of receiving additional support in front of classmates?

Consideration: Would the student benefit from testing in a separate setting?

e. **Socio-cultural background**:

Is the student at a beginning level of English language proficiency and literate in a non-alphabetic script such as Chinese or Russian? Where is the student coming from? A refugee camp, a developed country, educated parents?

Consideration: Would an emphasis on oral accommodations be more appropriate?

f. **Student's affective needs**:

Has this student demonstrated anxiety about the assessment? Will it be difficult to facilitate the test administration to the student?

Consideration: Would administering the test in special settings, with specialized personnel, in small groups, or individually be helpful for increasing the students' level of comfort?

Step 3: ==Consider whether the student has had prior experience using this accommodation in classroom instruction and assessment (which measure the same construct as the state assessment).==

Instructional and assessment strategies which allow LEP students to more efficiently use linguistic resources to access curriculum or the content of the assessment should be used, not only during specialized English instruction, but also during content area instruction and assessment to ensure that LEP students have the tools and scaffolding necessary to access content.

Guidance for Initial Selection of Accommodation(s) for Classroom Use

a. What (new or currently-used) accommodation(s) increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the linguistic load?

b. What accommodation(s) is/are regularly used by the student during classroom instruction and assessment?
c. What are the results for assignments and assessments when accommodation(s) are used (or not used)?
d. What difficulties did the student experience in using the accommodation(s)?
e. What is the student's perception of how well the accommodation(s) "worked?"
f. What are the perceptions of parents, teachers, & specialists about how the accommodation(s) worked?
g. Should the student use accommodation(s) or are changes needed?
h. Are there effective combinations of accommodation(s)?

Ongoing Evaluation of Accommodation(s) Used by Student in the Classroom:
a. Is the student willing to learn to use the accommodation(s)?
b. Are there opportunities for the student to learn how to use the accommodation(s) in classroom settings?

Be sure that:
(a) the student is being offered differentiated support in classroom instruction and assessments,
(b) the student is offered *appropriate* accommodations which do not provide them with undue support with the construct being assessed, and
(c) the day of the assessment is not the first time the student encounters the accommodation.

Step 4: **Consider procedures for administering the accommodation(s).**

- Please refer to the next 2 sections: V and VI
- Are there any implementation requirements for the accommodation(s) which might preclude its selection for use by the student in this school?

Step 5: **Check your work and fill out the Educational Learning Plan (ELP) with Appropriate Accommodations**
a. Will the accommodation(s) assigned to this student enable the student to show what he/she really knows? If yes, then allow the accommodation(s) to be used.
b. Will the accommodation(s) change what the test is trying to measure? If yes, then do not allow the accommodation(s) to be used.
c. Make sure you fill out an Educational Learning Plan (ELP) for each student that is to receive an accommodation.

V. **Additional Reminders about Assigning Accommodations**

The following provides information on:
(1) Accommodations which are not allowable with the ISAT (e.g., modifications/adaptations),
(2) LEP students who have IEPs, and
(3) The provision of accommodations with the Idaho English Language Assessment (IELA).

1) Reminder about adaptations (which are NOT allowable)

Modifications, or adaptations, invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

Examples of modifications/adaptations:
- Clarifying, translating, or reading **test items**
- Reading a *Reading* test to a student

- Answering questions about **test items** any time during the test, even without giving the answers
- Defining words for the student
- Using dictionaries that provide definitions
- Translating the entire test into student's native language
- Allowing the student to complete the IELA, DWA or DMA in a language other than English

2) If the LEP student also qualifies as Special Education, please refer to the accommodations documented on the student's IEP as well as providing the appropriate linguistic accommodations listed in this policy.

3) Unless the LEP student has an IEP or 504 plan on file, that student will not receive accommodations on the Idaho English Language Assessment (IELA), as it is a measure of the English language ability of an LEP student. Appropriate accommodations for the IELA are listed in the IELA Test Coordinator Manual.

VI.   Administration Directions for Accommodations Allowed for LEP Students

Each school must determine the accommodations for each individual student according to his/her needs. Accommodations with an asterisk (*) must be marked on the ISAT student enrollment form and are tracked across the state.

Specific administrative directions associated with each accommodation in this policy are found in the following table on page 53.

Table 2: Detailed Administration Directions for Each LEP Responsive Accommodation

	Ref Code	English	Special Instructions	Ref Code	Native Language	Special Instructions
Direct Linguistic Support - WRITTEN	*1*	*Provide Audio*	*Prior to the Assessment*		*Provide oral/audio directions in native language*	*Prior to the Assessment*
	ACC 1.1	This accommodation replaces human readers and provides audio devices to record/play back test components. This accommodation is provided by DRC, ISAT testing vendor. Students must have headphones. *Not available for the Reading ISAT.*	Students who need the audio version of the ISAT must be identified prior to the assessment.	ACC 1.2	This accommodation is not provided by DRC, ISAT testing vendor. Rather each district would provide oral assistance or audio taped test directions. Translations of overall directions must be done by personnel who have native language proficiency.	Teacher must be fluent in the native language, as determined by the district, to provide oral directions or to audio record. This accommodation is not for test item directions, just overall directions.
	2	*Provide Oral Clarification*			*Clarify directions (Native Language)*	
				ACC 2.2	Clarification of test <u>items</u> is considered an adaptation. This accommodation is to clarify overall test directions only and should be based on individual student need.	Teacher must be fluent in the native language, as determined by the district, to clarify test directions.
	3	*Provide Written Clarification*				
	4	*Provide Reference Materials*				
	ACC 4.1	The word-to-word dictionary may not define words and may be electronic or paperback.	Approved English word-to-word dictionary. Each district should standardize the dictionaries allowed for classroom and testing purposes. Please refer to the State approved dictionary list.			
	5	*Provide Extended Time*			*Written directions (Native Language)*	
	ACC 5	**Reactivation of Assessment** Reactivations within the same school day are allowed at the discretion of the building test coordinator or principal. Overnight reactivations must be pre-approved by State ISAT Coordinator. A reactivation will only be approved for an LEP student if extended time is in their Educational Learning Plans (ELPs).		ACC 3.2	This accommodation is to clarify overall test directions only and should be based on individual student need.	Translated test directions must be standardized across the district.
	6	*Provide Test Administration Practices*				
	ACC 6	Test administration practices are not specific to LEP students' linguistic needs; however they may be essential for the LEP student to help with test anxiety, or lack of familiarity with testing. These test administration		ACC 4.2	The word-to-word dictionary may not define words and may be electronic or paperback.	Each district should standardize the dictionaries allowed for classroom and testing purposes. Please refer to the State approved dictionary list.

		practices for LEP students will be locally determined by the school test coordinator and they should be consistent across the school site. • Administer test in a location with minimal distraction • Administer test in small group • Administer test individually • Preferential seating • Face student during test administration • Multiple or frequent breaks • Early administration of the assessment (i.e. in the morning) • Prompt the student to stay focused on the test, move ahead, or read the entire item Allow the student to read questions out loud in order to stay focused			
Indirect Linguistic Support					

If you have any questions or comments regarding accommodations and adaptations for LEP students, please contact the ISAT Coordinator at the State Department of Education:

Dr. Angela Rishell
Idaho Standards Achievement Tests (ISAT) Coordinator
208-332-6976
arishell@sde.idaho.gov

OR

Nichole Hall
Idaho English Language Assessment (IELA) Coordinator
208-332-6933
nhall@sde.idaho.gov

Directions for the Test Administrator from the School LEP Accommodations Decision Making Team

- The school LEP accommodations decision making team should complete columns A and B of this document; the test administrator should complete columns C and D.
- Please return this form to the school's test coordinator. The test coordinator will then ensure that the form is placed in the students' files after the completion of the assessment.
- This form may be modified and/or photocopied. Districts may also use this as a sample to create their own document.

Dear Test Administrator,
Our school team which determines accommodations for LEP students has concluded that the LEP students to whom you are administering the ISAT on _____ are allowed to use the following accommodations. During the test, you may provide the following accommodations for the students listed:

A	B	C	D
Student Name(s)	Accommodation(s) Allowed by Decision-Making Committee	Accommodation(s) Provided During Assessment	Test Administrator Comments

POLICY FOR INCLUSION OF SPECIAL POPULATIONS IN DISTRICT OR STATEWIDE ACHIEVEMENT TESTING
STUDENTS WITH DISABILITIES

Students with disabilities are to be included in <u>all</u> district and statewide assessment programs. Accommodations must be provided when necessary.

Students who meet the state-developed alternate assessment eligibility guidelines for significant cognitive impairments may participate in the Idaho Alternate Assessment instead of part or all of the regular district or statewide testing. Participation rates and performance data both aggregate and disaggregate, for all students are reported to the public annually.

The IEP team will determine <u>how</u> the student with disabilities will participate in the district and statewide assessment programs. Options include regular assessments with accommodations, without accommodations or in the alternate assessment. A five step process for IEP teams to use in the selection, administration, and evaluation of the use of classroom and assessment accommodations is provided to guide IEP teams, 504 plan committees, general and special education teachers, administrators, and district level assessment staff. More information about the five steps is in the Idaho's Accommodation Manual for Special Education. The five steps include the following:
1. Expect students with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and assessment for individual students.
4. Administer accommodations during instruction and assessment.
5. Evaluate and improve accommodation use.

WHAT ARE ACCOMMODATIONS?

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with special needs. **The accommodations for students with a 504, IEP or ELP are determined by the IEP team that includes parents.**

If a child has special needs, the child's school shall include parents or guardians on a team with school personnel to write an education plan to assist the child. This plan is reviewed on a regular basis, and the parent must sign the plan before it can be implemented. The school has the responsibility to use the IEP, ELP, or 504 plans to support each student with accommodations that are appropriate based on the student's needs. Parents **must** be a part of the decision-making team, and they must be informed of their right to appeal IEP, ELP or 504 plan team decisions regarding testing accommodations. IEP teams designate appropriate and allowable accommodations using the Instructional and Assessment Accommodations Guidelines Excel which is found in the Appendix B of this manual and on the Idaho Training Clearinghouse website at: http://idahotc.com/assistive-technology/Home.aspx.

These guidelines should be used by IEP teams to determine appropriate and allowable accommodations for all Idaho Assessments, including the; ISAT, ISAT-Alt, IELA, IRI as well as NAEP and then recorded on the IEP itself. Please note that allowable accommodations are not consistent across all assessments and will need to be individually designated on the IEP for each assessment according to these Excel Instructional and Assessment Accommodations guidelines.

Parents, guardians, or students with disabilities who wish to appeal the decisions of an IEP, 504, or ELP plan that mandates a particular accommodation for a student can do so by filling out the

Accommodations Appeals Form (📄Test Accommodations Appeal Form **NEW**) in its entirety and mailing it to the Idaho State Department of Education, Assessment Division. The appeal shall be reviewed by appropriate SDE staff and a judgment rendered on the appeal within 30 calendar days. Please note that hard copies of the appeal form should be kept at the school or district level so that parents or guardians without ready access to technology can avail themselves of this appeal process should they so desire.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home and in the community. Some students will continue to need accommodations as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are very closely connected.

Accommodations are intended to reduce or even eliminate the effects of a student's disability or limitation; however, they do not reduce learning expectations. The accommodations provided to a student should be the same for classroom instruction, classroom assessments, and district and state assessments. Certain accommodations may be needed more often at some grades than others depending on academic content and rigor. It is critical to note that although some accommodations may be appropriate for instruction use, they may not be appropriate for use on a standardized assessment. For example, a student may routinely listen to text read aloud as apart of instruction, but an oral administration of a reading test changes the construct of what is being measured. In other words, reading aloud a standardized reading test is no longer testing reading comprehension, but rather listening comprehension. There may be consequences (e.g., invalidating a student's test score) that results from the use of some accommodations during state assessments. It is very important that educators become familiar with state policies as outline in this manual regarding the use of accommodations.

Note: In some cases, an IEP team may choose to include adaptations that invalidate the test. In this case, it is the responsibility of the test coordinator to invalidate the test (see Page 66). When a student test is invalidated, no score is reported and the student is not counted for participation.

DESCRIPTION OF ACCOMMODATIONS CATEGORIES

The accommodations in this manual are categorized in four ways: presentation, response, setting / timing and scheduling

- Presentation Accommodations allow students to access information in alternate formats to regular online test. Accommodated forms are Braille, Large Print, Paper-and-Pencil and Audio.
- Response Accommodations allow students to complete activities, assignments, and assessments using methods other than paper-and-pencil or machine-scorable responses. Accommodations may include allowing student answers to be entered on the computer or answer document by a test proctor.
- Setting Accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.
- Timing/Scheduling Accommodations increase the standard length of time to complete an assignment or assessment or possibly change the way the time is organized. Extended time is allowed if the IEP requires it.
- **Note: Extended time is defined as reasonable time to complete the assessment. ISAT is untimed. For scheduling purposes, the State recommends a 90 minute**

window for each content window. The online test may be reactivated multiple times in one school day to allow up to a maximum time allowed. For a small population, an IEP team may determine that segmenting a test over several days is required. In that case, the IEP must specify, and the IEP must allow multiple settings over multiple days, for the ISAT and all other classroom tests.

The following guidelines will be used to determine how the student will participate in statewide and district-wide assessments:

1. Regular Assessment without Accommodations.
   - The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not invalidate the test results.
   - **Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities.** The accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results. Allowable accommodations for testing are listed below. Any accommodation beyond what is listed below will be considered an adaptation which will invalidate the test results.
   - Students with disabilities who are eligible for a 504 accommodation-plan may also participate in the district or statewide assessment program if the accommodations are listed on the plan and are used for instruction and classroom testing.

3. Regular Assessments with Adaptations
   - A student may be unable to demonstrate what he or she knows without an adaptation. However, an adaptation inherently changes the underlying skills that the test is measuring; therefore, an adaptation **always** invalidates the assessment result.
   - The IEP team has the authority to make the decision that a student needs an adaptation in order to participate in statewide and district wide assessments under IDEA, even though the adaptation will cause the student to score as **"no score reported"** and to be counted as **NOT participating** in the assessment under AYP determinations. All IEP team members, including the parent and/or adult student, shall understand (a) the possible consequences that could result from this decision and (b) its effect on diploma options and post school activities involving education, career opportunities, military service, and community participation.

4. Alternate Assessment
   - If the IEP team determines that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment.

DISTRICT / STATEWIDE ASSESSMENT ACCOMMODATIONS GUIDELINES

Accommodations for district and statewide assessments shall only be considered allowable, valid, and scorable if they are used during instruction and/or classroom testing and are listed on the student's IEP or 504-accommodation plan. However, it is important to remember that not all classroom accommodations are appropriate for assessments.

Accommodations are commonly categorized in four ways: (1) presentation and administration, (2) response, (3) setting, and (4) timing and scheduling. The following lists are state approved accommodations from these categories that will not invalidate statewide assessments.

Several Idaho statewide assessments are now being given in paper–pencil or computer-adapted formats. Accommodations for these formats may differ. Students who have not had access to computer-based instruction and/or assessment should be given opportunities prior to the statewide assessments to use tutorials or take practice tests.

More detailed accommodation lists for each statewide assessment is listed in the Idaho Accommodation Manual for Special Education as well as current allowable accommodations on the Excel Accommodations Guidelines found in Appendix B of this manual. This list is not exhaustive and there may be other accommodations that are appropriate for a particular student. For special approvals of other accommodations not listed or for clarification, e-mail the Deputy Superintendent for Assessment at the Idaho State Department of Education or the Special Education section at the Idaho Department of Education.

PAPER-PENCIL and COMPUTER ACCOMMODATIONS

5. Flexible Presentation and administration

   Flexible presentation and administration includes changes in how an assessment is given to a student. Students are allowed to access information in ways that do not require them to visually read standard print. The modes of access can be auditory, tactile, visual, and multi-sensory. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

   - Computer screen and/or screen overlays
   - Large print
   - Braille and/or Nemeth Braille code
   - Magnification device
   - Tactile graphics
   - Screen reader
   - Coding the student in the SEF File will activate an audio accommodation for a student who's IEPs allow for science, mathematics and language usage tests to be read aloud to the student.
   - Reading the reading test will invalidate the test.
   - CD's are available for Mathematics, Language Usage and Science, beginning with spring 2009 for paper and pencil, large print and Braille accommodated versions.
   - Rereading the test directions;
   - Answering questions about the test administration directions;
   - Using an interpreter to sign directions or questions;
   - Audio amplification devices
   - Explaining the test administration directions to the student any time during the test
   - Locating the answer bubbles directly along side of the choices in multiple-choice exams
   - Using cues on the answer form (e.g., arrows, stop signs)
   - Simplifying the language to clarify or explain the directions
   - Prompting the student to stay focused on the test, move ahead, or read entire item

2. Flexible Responses

   Students are allowed to complete assessments in different ways or to solve or

organize problems using some type of assistive device or organizer. The primary reason for providing flexible response accommodations is to meet needs related to physical and sensory disabilities that limit the student's ability to respond. However, processing difficulties that limit the ability to get a response may also be a reason for requesting accommodations; such accommodations may include, for example, using a calculator when the target skill is mathematics problem solving (not calculation) or using a spell checker when the target skill is written composition (excluding mechanics).

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:
- Student dictates or signs responses to a scribe;
- Student points or using other assistive communication device to response to a scribe.
- Marking in the test booklet rather than on an answer sheet with bubbles;
- Type on or speak to a word processor
- Use spelling and grammar assistive device (Not when assessing writing mechanics)
- Calculation device (e.g. talking calculator with enlarged keys, but not when measuring calculation)
- Manipulatives or Abacus for calculation
- Student repeats and explains directions to check for understanding
- Student talks aloud when answering items, e.g. reads items and answers aloud in a separate setting)
- Use graph paper to keep numbers in proper columns
- Wider lines or margins;

3. Flexible Setting

Setting Accommodations change the location in which a test is given or the conditions of the assessment setting. Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:
- Preferential seating in the room (front, near exit, etc;)
- Location to reduce distractions such as study carrel
- Small group administration in a separate setting
- Individual administration in a separate location
- Quiet location with minimal distractions
- Location to provide assertive technology devices or special equipment

4. Flexible Timing and/or Scheduling Accommodations

Flexible timing and/or scheduling increase the allowable length of time to complete an assessment and perhaps changes the way the time is organized.

Flexible timing and/or scheduling may include:
- Altering the time of day the test is administered (e.g., morning, midday, afternoon, after ingestion of medication)
- Administering the test in several sessions; administering the test over several days or
- Administering the subtests in a different order (e.g., longer subtest first, shorter subtest later, mathematics first, English later)

- Next day restart – extended time (Student must not have access to items)
- Multiple or frequent breaks
- Cues to begin working and stay on task

Flexible timing accommodations are appropriate in the following circumstances:

a. Some accommodations create fatigue, such as the use of magnification equipment, tape recorders, and earphones. The use of these accommodations may require additional breaks, but not more total working time.
b. Additional breaks may be needed because of very short attention spans, but not additional total time.

Assistive Technology

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation must be: determined by the IEP team, listed on the IEP, and used in the student's regular instructional program. More information regarding the use of assistive technology in instruction and assessments can be found in the Assistive Technology Handbook found at the Alternate Assessment Learning Community on the Idaho Training Clearinghouse website at http://idahotc.com/alternate-assessment/Documents.aspx

The Idaho Assistive Technology Project will provide districts with a free Assistive Technology Evaluation for individual students instructional and assessment needs as well as district-wide training. They can be contacted at http://idahotc.com/assistive-technology/Home.aspx

Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a hearing aid or communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations and some have been listed in the categories above. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Study carrel;
- Adaptive or special furniture;
- Magnification or amplification devices;
- Audio taped administration (notify SDE in advance for DMA/DWA);
- Computer reads directions and/or items;
- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;
- Dark or raised lines;
- Pencil grips or large diameter pencil;
- Magnets or tape to secure papers to work area;
- White noise;
- Slant board or wedge;
- Communication device;

- Brailler;
- Word processor or typewriter (spell checker not allowed if spelling is being tested);

ADAPTATIONS

Adaptations invalidate the test results. If adaptations are used, the IEP team must discuss the purpose and need for the adaptation and any consequences that might result from using the adaptation (non-standard accommodation) that invalidate assessment results. According to federal requirements in calculating Adequate Yearly Progress for student performance, the student will count as having **not** participated in the assessment and no student results will be reported.

Examples of adaptations:
- Answering questions about **test items** any time during the test that provides the student an unfair advantage, even without giving the answers, e.g. explaining or giving examples of punctuation when the item asks a student to select the punctuation that might be needed
- Defining words for the student
- Using dictionaries that provide definitions
- Reading answer choices that actually give the student the correct response
- Extended time if there is a time limit in the test administration, e.g. extending one minute fluency probes

STAFF PREPARATION FOR TESTING

Even when you have prepared students to be better test takers and are working to involve parents in their child's education, your task is still not complete! You, too, need to prepare yourself to give tests. The following is a list of things for staff to "be prepared."

Test Coordinators Carry These Responsibilities

Prepare the student rosters for the testing population. Take special care that all coding is accurate.

- Enlist the help of the special education teacher to verify all accommodations and coding: Spe, SpeX1, SpeX2
- Enlist the help of the Title I and LEP education teacher to verify all accommodations and coding: LEP, LEP1, LEPX1, LEPX2
- Create a roster of students needing accommodations to insure that students are properly accommodated.
- Create a roster of students taking the ISAT-Alt
- Create a roster of teachers administering the ISAT-Alt and submit to the DOE prior to November 1st
- Verify attendance records; pay special attention to enrollment and exit dates.
- Prepare a testing schedule that optimizes the testing opportunity for students and meets the State requirements.
- Complete and sign the District Test Coordinator's Checklist.

Meet with Administrators to finalize procedures for problems:

- Reactivations
- Invalidations
- Enlist administrators in creating a school wide upbeat and positive climate for testing. You can sing I-S-A-T to the tune of YMCA by the Village People.

Provide Training for teachers

- Review the test administration manual and attend the building staff testing in-service. Require teachers to verify that accommodations are given to students whose IEPs, ELPs and 504s require them.
- Share the testing schedule with all staff well in advance of testing administration and plan for make-ups.
- Enlist teachers in creating a school wide upbeat and positive climate for testing.

Provide training and support for proctors

- Print manual and train proctors for the test you are administering.
  Testing Administration Manual (TAM for ISAT); Test Coordinators Guide (for the IELA)
- Print and train using the section of the Test Coordinators Guide that relates to the test being administered.
- Provide proctors with all materials necessary, scratch paper, pencils, etc.
- Have proctors rehearse reading test directions. (Proctors will get bored reading them for each group—new groups of students will need to hear them each time.)
- Provide Proctors a roster of student's accommodations to ensure that students are properly accommodated.
- Work with your administrator to ensure that the proctors can always reach the building principal, test coordinator, or district testing coordinator in case of emergency.

RELEASE OF TEST SCORES

Test scores are one measure of accountability. Schools and districts use this information to help the public understand what students know and are capable of through curriculum and instruction. Districts utilize local school board meetings, staff meetings, and parent-teacher conferences to announce the results of testing. At times the school community becomes so involved in the business of school that not all avenues of communication are utilized and portions of the public may be left out of the information loop. It is important to announce test results to the media--daily and weekly newspapers, television, radio and other information avenues such as the worldwide web and the Internet.

Specific ways to release information
- ▶ Plan a background session for the press to go over results, clarify terms, and answer questions ahead of the board meeting in which test results will be discussed. Use the session to explain terms, tell the value of testing, etc., and save specific information for the board meeting. This is also a great way to develop positive relations with reporters. It may be done the day before the board meets but request that the information is held (embargoed) until after the board meeting. A special session for school and district administrators to review results and discuss handling questions may also be helpful. Consider visual ways to convey the test results in a positive manner.

Consider your audience
- ▶ Do they understand statistics? Would it help to define terms such as "norm referenced", "percentile rank", "holistic scoring", or "RIT score"?

Keep it simple
- ▶ Sometimes it helps to have background information in the form of a handout. This should explain the purpose of the tests, what they tell about the school, and how the information will be used. It helps to stress that testing is only one measure of telling how a student is doing, and it only identifies how a student has done on a specific test on a specific day and that test scores are used in conjunction with other measures to judge progress.

Interpret the message
- ▶ Focus on student achievement, instructional effectiveness and program resources to help make it meaningful to those who receive the results.

Explain the importance
- ▶ Why will the audience care? Consider the over-all significance of the test scores as well as specifics that may account for unusually high or low scores, the difference form the previous years score or changes in curriculum and instruction that may have had some effect in student learning. Pupil mobility, absentee rates, dropout rates, concentrations of disadvantages children, or innovative programs may also have a bearing on results.

Be honest and factual
- ▶ Tell it like it is. If results are not as good as they were expected to be, there is a reason. Explain steps the district will take to remedy the situation. If the results are better than expected, give credit where credit is due--the teaching staff, hard-working students, supportive parents, and / or a concerned community.

Summarize results and what they mean
- ▶ Try not to use educational terminology that may be confusing to everyone.

Explain what will be done with the results
- ▶ Point out how the information can be helpful to teachers as they meet the needs of students, or improve curriculum and instruction. Point out how the results may be helpful to board members as they budget dollars for programs and instructional materials. Remember, what gets done and reported, gets done well.

REFERENCES

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Office for Civil Rights. (2000). *The use of tests as part of high-stakes decision-making for students: A resource guide for educators and policy-makers*. 65 Federal Register 41643, July 6, 2000. Available at www.ed.gov/offices/OCR/testing.

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